REPORT RESUMES

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INVENTORY OF COMPENSATORY EDUCATION PROJECTS, 1965.
CHICAGO UNIV., ILL., URBAN CHILD CENTER

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DESCRIPTORS- *RESEARCH PROJECTS, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *INDEXES (LOCATERS), EDUCATIONAL RESEARCH, PERSONNEL, SUMMER PROGRAMS, AFTER SCHOOL PROGRAMS, TUTORIAL PROGRAMS, SCHOOL STUDY CENTERS, DELINQUENCY, ADULT EDUCATION, JOB TRAINING, TEACHER EDUCATION, GEOGRAPHIC LOCATION, OBJECTIVES, PRESCHOOL PROGRAMS, KINDERGARTEN, ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOLS, FINANCIAL SUPPORT,

THIS INVENTORY LISTS PROGRAMS AND RESEARCH WHICH DEAL WITH THE EDUCATION OF DISADVANTAGED YOUTH FROM ECONOMICALLY DEPRESSED AREAS. IT CONTAINS DESCRIPTIONS OF COMPENSATORY EDUCATION PROGRAMS AT ALL GRADE LEVELS, INCLUDING PRESCHOOL, AFTER SCHOOL AND SUMMER PROGRAMS, PROGRAMS FOR THE POST-HIGH SCHOOL STUDENT AND THE OCCUPATIONAL DROPOUT, AND TEACHER TRAINING PROGRAMS. THESE PROGRAMS AND RESEARCH ACTIVITIES ARE BRIEFLY SUMMARIZED IN TERMS OF LOCATION, SOURCE OF FINANCIAL SUPPORT, PERSONNEL, PURPOSE, POPULATION, AND METHODS. THE PUBLICATIONS OF RESEARCH PROJECT PERSONNEL ARE ALSO LISTED. (LB)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INVENTORY

of

COMPENSATORY EDUCATION PROJECTS

1965

Prepared by Staff of
The Urban Child Center
School of Education
UNIVERSITY OF CHICAGO
Chicago, Illinois

Robert D. Hess, Ph.D.
Chairman

The staff of the Urban Child Center of the University of Chicago, with the support of funds from the Johnson Foundation, Racine, Wisconsin, has prepared an Inventory of Compensatory Education Projects. This Inventory consists of a list of persons and organizations which are conducting programs of education or research designed to raise the educational performance of children from economically depressed areas, together with a brief description of the plan and work of these projects. We realize that this list may not be complete, for with the rapid increase of programs for disadvantaged children it will soon be out of date and will need to be supplemented by subsequent reports. The purpose of this Inventory is to facilitate communication and exchange of information, materials, and methods among existing programs and to offer a resource of experience and information to persons planning such programs.

In addition to the Inventory, specialized reports are being prepared in reading, art, and mathematics.

Copies will be sent to those projects which contributed directly to our Inventory. A limited number of additional copies of the Inventory will be available on request at a cost of $2.00 per copy. Checks should accompany all requests and should be made payable to the University of Chicago, Urban Child Center and mailed to: Mrs. Abbot Rosen, Administrative Assistant, 5801 Kenwood Avenue, Chicago 37, Illinois.

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Location: Ohio, Akron

Title: Work-Study School - (September 1963-June 1966)

Supervising Org: Akron Public Schools

Sources of Financial Support: Akron Board of Education, 90%; Akron Community Trust, 10%

Project Director: Ronald E, Switzer, Director of Secondary Education, Akron Public Schools, 79 North Broadway, Akron 8, Ohio

Other Personnel: Donald W. Krenrick, Principal, Work-Study School and Leggett Elementary School, 619 Summer Street, Akron; 5 teachers and a work coordinator.

Summary: Purpose: To motivate 15 and 16 year old boys to remain in school through adjusted curriculum and part-time working experience.

Population: 100 boys, 85% Caucasian and 15% Negro, all with low grades and potential dropouts. One public high school involved.

Curriculum: Instruction in reading, writing, language arts, math, science, and social studies, with accent on employability and citizenship.

Program and Methods: Special teacher selection, pupil counseling, improved student-teacher ratio, revising instructional materials, use of audiovisual techniques, health care classes, and remedial approach to all students with much individual attention.

Available Publications: "Leggett Work-Study School." First Annual Report for School Year 1963-64. (Mimeographed.); and a brochure of information prepared for employers.

VIII

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Location: Ohio, Akron

Title: Day Care Study, Lane School District - (March 1964-June 1964)

Supervising Org: United Community Council of Summit County

Sources of Financial Support: Federal Day Care Funds allocated by the Ohio State Welfare Department to the Summit County Child Welfare Board

Project Director: Mrs. Lois C. Scherer, Planning Associate, Family-Children's Division, United Community Council, P.O. Box 1260, Akron 44309

Other Personnel: Mrs. Esther Spruill, Day Care Consultant, Ohio State Public Welfare Department, plus a staff of caseworkers and teachers.

Summary: Purpose: To determine need for a day care center in one of Akron's culturally disadvantaged school districts.

Population: 69 families with preschoolers and children in kindergarten through 6th grade are used as selected sample.

Curriculum: Research study

Program and Methods: Compiling of information by caseworkers and teachers on the children; evaluation; questionnaires used in home interviews of sample families.

Available Publications: All specifics of research study have been compiled in one report: "Day Care Study, Lane School District," June, 1964.

VI-C

Location: Colorado, Alamosa

Title: Annotated Bibliography of Resource Materials; Education of Adult Migrants - (April 1964 - completed December 1964)

Supervising Org: Adams State College

Sources of Financial Support: Federal Office of Education

Project Director: Dr. A. M. Potts, The Center for Cultural Studies, Adams State College, Alamosa, Colorado 81101

Other Personnel: Bibliographers

Summary: Purpose: Development of a bibiography to serve service personnel who seek source materials containing information about migratory people.

Population: Of the thousands of items searched, the pertinent selections total some 4,000. The annotations, cross-indexing, and format used includes a very large percentage of the published and unpublished works about migrants and culturally disadvantaged people in the U. S.

Curriculum: Included in bibliobraphy are such areas as Agricultural Crops, Education of Migrants, Adults, Children, Cultures, Migrant Crews, Health, Housing, Labor, Laws, Movement, etc.

Program and Methods: Search, selection, identification by title, and annotation and organization into ultilitarian format of published and unpublished materials relating to and descriptive of adult, migratory peoples.

Other Comments: Published bibliography in book form will be available in the near future.

Available Publications: "Guide to Organization and Administration of Migrant Education Programs," Colorado State Department of Education, Denver 1963.

III-C

also see ~~Buffalo~~ Brentwood (ABLE)
Buffalo (STEP)

Location: New York, Albany

Title: Project Talent Search - (1959-ongoing)

Supervising Org: The State Education Department

Sources of Financial Support: National Defense Education Act, Title V-A Funds, usually matched by local school boards

Project Director: Bernard A. Kaplan, Associate in Education Guidance, New York State Education Department, Bureau of Guidance, Albany, New York 12224

Other Personnel: 75 teachers and counselors, mainly part-time

Summary: Purpose: To assist pupils from deprived backgrounds to achieve in school more nearly in keeping with their potential through expanded guidance and related services.

Population: 1,625 junior and senior high school students chosen to be in the project from 24 state-wide schools. Caucasian and Negro, with average or above ability, not achieveing at potential, and from culturally deprived homes.

Curriculum: General enrichment experiences; guidance to increase motivation.

Program and Methods: Tutorial projects, in-service teacher training, study centers, visits to community places on interest, pupil counseling, home visits, group guidance sessions, career days. Techniques vary from school to school

Available Publications: "Talent Search Projects (1962-63)," High Potential (April 1964). Albany, New York: Bureau of Guidance, Division of Pupil Personnel Service, New York State Education Department.

VI

Location: New York, Albany

Title: Project Reentry -- Participating Districts: Albany, Buffalo, Mount Vernon, New Rochelle, Niagara Falls, Schenectady, Syracuse, and Yonkers - (Spring 1964-ongoing)

Supervising Org: Bureau of Guidance, the State Education Department; the University of the State of New York

Sources of Financial Support: National Defense Education Act and Veterans Administration funds

Project Director: James Moore, Supervisor, Bureau of Guidance, State Education Department, Albany, New York 12224

Other Personnel: Guidance counselors, teachers, administrators, and pupil personnel

Summary: Purpose: To encourage potential dropouts and recent dropouts to return to school; to help them remain in school through intensive guidance to them and their parents.

Population: 8 school districts participated during summer and fall of 1964: Albany, Buffalo, Mount Vernon, New Rochelle, Niagara Falls, Schenectady, Syracuse, and Yonkers, all of New York State. Approximately 1700 pupils were contacted during the summer under this project.

Curriculum: Identification by staff of potential and recent dropouts; counseling and guidance of parent and pupil.

Program and Methods: Contacts with dropouts made personally or by telephone; home visits by counselors is most successful contact technique employed; evaluation of project and writing of report.

Other Comments: Final report of 1964 Project will be available soon; the Bureau anticipates repeating the Project in 1965.

Available Publications: Final report of 1964.

I

Location: New Mexico, Albuquerque

Title: The Bernalello Project in Curriculum Improvement - (1961-1964)

Supervising Org: University of New Mexico College of Education

Sources of Financial Support: New Mexico Research and Study Council; The Bernalello School Board

Project Director: Dr. Frank Angel, Jr., College of Education, University of New Mexico, Albuquerque, New Mexico

Other Personnel: Dr. Miles V. Zintz, College of Education, University of New Mexico, Albuquerque, New Mexico; 40 teachers and 3 specialized teachers

Summary: Purpose: 1) To develop a curriculum and materials for Spanish-speaking and Indian children; 2) to train principals and superintendents in directing a school system in which such children are included; 3) to develop materials for teaching English as a second language.
Population: The total school system of 1 high school, 1 junior high school, and 4 elementary schools; 60% of the children are Indian,and 40% Spanish-speaking.

Curriculum: Instruction in reading, writing, and language arts, with special emphasis on enrichment of cultural and sensory experience (relevant to their own and English-speaking culture).

Program and Methods: Team teaching, special teacher training, study centers, summer-school programs; guest speakers; pupil and parental counseling; revising of materials, programmed instruction, library projects; health care; and professional conferences.

Other Comments: Final report in preparation.

VIII

Location: Michigan, Ann Arbor

Title: Family Patterns and Functional Retardation in Reading - (1963-1967)

Supervising Org: The University of Michigan

Sources of Financial Support: Mental Health Project Grant MH-1045-1, of National Institute of Health, 100%

Project Director: Daniel R. Miller, Ph.D. and Jack C. Westman, M.D., The University of Michigan, Ann Arbor, Michigan

Other Personnel: 2 Research Supervisors and staff at Children's Psychiatric Hospital.

Summary: Purpose: To study children having functional retardation in reading to gain insight into family relationships and the internal dynamics of the child.

Population: Working with boys from 10-12 years of age, all Caucasian, within normal range of intelligence, and retarded at least 2 years in reading level. They are from middle-or working-class and have received, but not profited from, intensive coaching in basic skills of reading.

Curriculum: Tests given; physical and neurological exams; questionnaires, and interviews with parents.

Program and Methods: Weekly psychotherapeutic sessions with each child and his parents, and periodic visits to the home and school.

Standard Tests: Stanford-Binet, Wechsler Bellevue Test of Intelligence, Rorschach Test, and Thematic Apperception or Children's Apperception Test.

Available Publications: Miller, D. R., Ph.D., and Westman, J. C., M.D. "Reading Disability as a Condition of Family Stability," Family Process, III, No. 1 (March, 1964)

III-B =

Location:	Georgia, Atlanta
Title:	Project Opportunity - (April, 1964-continuing)
Supervising Org:	Education Improvement Project, Southern Association of Colleges and Schools
Sources of Financial Support:	Ford and Danforth Foundations; Southern Association of Colleges and Schools; the Public School Board
Project Director:	Dr. Donald Agnew, Director, Project Opportunity, Southern Association of Colleges and Schools 795 Peachtree St., N.E., Suite 592, Atlanta, Georgia
Other Personnel:	22 member governing board of the College Entrance Examination Board: Chairman: Dr. Frank G. Dickey, Executive Director, Southern Association of Colleges and Schools.

Summary: Purpose: To identify talented young people, preferably in the 7th and 8th grades, where a low percentage continue their education; to encourage their pursuit of education; to raise the level of aspiration of an entire school community; and to encourage these young people to remain in the South.

Population: 10 public and 1 private high schools' superior 7th and 8th grade students, with 17 college or universities cooperating in the program. Some Caucasian but mainly Negro youngsters, in the upper 15-20% of their class.

Curriculum: All college preparatory subjects, with emphasis on cultural enrichment.

Program and Methods: Tutorial projects, team teaching, study centers, after-school and summer school program, visits and guest speakers, pupil and parental counseling, revising instructional materials, use of audiovisual techniques, programmed instruction, library projects, health care, and cultural affairs.

VIII

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Location:	Georgia, Atlanta (Envisioned as 6 centers: Nashville, Tennessee has initiated a program, others proposed).
Title:	Education Improvement Project - (June 1961-August 1964)
Supervising Org:	Southern Association of Colleges and Schools
Sources of Financial Support:	Foundations; Public School Board
Project Director:	Dr. Donald Agnew, Director, General Education Improvement Project, Southern Association of Colleges and Schools, 795 Peachtree Street, N. E., Atlanta, Georgia 30308

Summary: Purpose: A demonstration program to strengthen educational opportunities for Negroes in 5 to 7 communitites of the South in an effort to overcome the cultural deprivation which is the Negro's most severe disability; and to provide a convincing demonstration of the value of improved opportunities so that others will adopt the project's techniques.

Population: All types of personnel will be utilized but the number will be determined by the centers. Unable to determine yet the number of boys and girls, but the age range is from preschool to pre-college, some Caucasian, but mainly Negro. Two or more colleges working with a group from the elementary and high schools in each locality will compose the "center".

Curriculum: All subject areas.

Program and Methods: Will evolve as proposals take on definiteness of organization and operation.

Other Comments: Proposed centers are: Atlanta, Georgia; Houston, Texas; Durham, North Carolina; New Orleans, Louisiana; Huntsville, Alabama. Nashville, Tennessee began in 1964, others proposed for 1965 to 1970.

Location: Georgia, Atlanta

Title: A Study of Factors Involved in the Identification of Persons of Unusual Academic Talent Among Underprivileged Populations - (April 1958-ongoing)

Supervising Org: Atlanta University

Sources of Financial Support: Atlanta University, 35%; Federal Office of Education, 65%

Project Director: Dr. Horace M. Bond, Dean of School of Education, Atlanta University, Atlanta, Georgia

Other Personnel: 1 part-time psychologist

Summary: Purpose: To identify, if possible, the factors involved in the development of persons of unusual academic ability from within an underprivileged group.

Population: 500 Negroes who had received doctoral degrees from various universities. They were selected from college records, Who's Who, Negro college biographical dictionaries, and the Tuskegee Institute Bureau of Records which has tabulated this data.

Program and Methods: An effort has been made to examine the educational, cultural, economic, academic, and genealogical background of these subjects by recourse to as many sources of information as possible: i.e., questionnaires, interviews, college and high school records, etc. Comparison was made with a control group--classmates who did not earn doctoral degrees.

Other Comments: The negative conclusion is that persons of unusual academic ability do not ordinarily come from truly "underprivileged" groups. Although the Negro group, taken by and large, does merit description as an "underprivileged" group, these subjects turn out to be persons who for the most part come from middle-class, technical, and professional families.

VII

Location: Georgia, Atlanta

Title: Teacher Education in Reading - (June 29, 1967-August 7, 1964)

Supervising Org: Education Improvement Project; Southern Association of Colleges and Schools

Sources of Financial Support: Ford Foundation

Project Director: Dr. Donal C. Agnew, Director, Education Improvement Project, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Suite 582, Atlanta, Georgia 30308

Other Personnel: 3 reading teachers in the Atlanta University Summer School, a diagnostician in the Reading Center, 2 consultants in the field from Tuskegee Institute and the University of Georgia, and 2 clinicians from the Atlanta Public School System.

Summary: Purpose: 1) to provide background and on-the-job training for teachers in teaching of developmental and corrective reading at the elementary, junior, and high school levels; 2) to upgrade the reading program in the specific schools and systems from which the teachers come.

Population: 52 in-service reading teachers from the elementary, junior high, and high school levels; all Negro.

Curriculum: The teachers were given intensive theory and practical applications in the general area of developmental reading; projected plans for in-service projects.

Program and Methods: Special teacher selection and training, and summer-school program. Visits to community, guest speakers, revising instructional materials, use of audiovisual techniques, programmed instruction, library projects, professional and community conferences, and public relations campaign.

V

Location: Texas, Austin

Title: Operation Education - (September 1963-ongoing)

Supervising Org: Palm Elementary School

Sources of Financial Support: Volunteer; use of Palm School books and an Austin Recreation Center

Project Director: Miss L. Campos, 2310 Westrock Drive, Austin, Texas

Other Personnel: 50 full-time volunteers, 200-300 part-time volunteers, 4 teachers serving as chaperons at each center

Summary: Purpose: To assist elementary students in comprehending academic subjects and to acquaint them with the community, its resources, its government, its leaders, professional and lay people.

Population: 90 boys and 110 girls at one center; 95 boys and 110 girls at another center; from preschool to 6th grade; 94% Spanish-speaking, 5% Caucasian, and 1% Negro, all lower income families, low grades but good potential.

Curriculum: English, math, spelling, civics, government, parliamentary procedure, personal grooming, music, drama, recreation, tours, etc.

Program and Methods: Saturday morning sessions only; tutoring, guest speakers, library projects, and health care.

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II

Location: Maryland, Baltimore

Title: Early School Admissions Project - In-school Learning Activities and Experiences for Culturally Deprived Children - (February 1963-June 1966)

Supervising Org: Public School Board; Ford Foundation

Sources of Financial Support: Public School Board, 53%; Ford Foundation, 47%

Project Director: Mrs. Catherine Brunner, Coordinator, Baltimore City Public Schools, Three East 25th Street, Baltimore 18, Maryland

Other Personnel: Dr. Orlando F. Furno, Director, Bureau of Research, Baltimore City Public Schools; Harry Hendrickson, Research Specialist, Bureau of Research, Baltimore City Public Schools; Dr. John Saratsiotis, Director of School Hygiene Baltimore City Health Department; Dr. Richard Brandt, Institute for Child Study, University of Maryland, College Park, Maryland. 4 teachers, 4 teachers' aides; departmental psychologists and specialists; and 4 assistant teachers.

Summary: Purpose: 1) Accelerate the achievement of children limited in their development by environmental factors; 2) increase parental understanding of the values of education; 3) facilitate communication between the school and community.

Population: 60 boys and 60 girls, selected each year from neighborhoods adjacent to 4 public schools; all preschoolers, 62% Negro and 38% Caucasian. All are culturally deprived, selected on the basis of interviews, outside referrals, and the Columbia Mental Maturity Test.

Curriculum: Emphasis upon communication skills, problem-solving approach to learning, and the importance of sensory elements in the learning situation.

Program and Methods: Attention focused on content drawn from social sciences, science, art, music, literature, and physical education as areas in which appreciations may be engendered, skills may be developed, expression of feelings and ideas may occur, and levels of conceptual development may frequently be identified. Project recently expanded from two to four centers.

Other Comments: Additional sources of data were: Pupil Personal History Questionnaires; Pupil Health History Questionnaires; Verbal Maturity Test

Standard Tests: Columbia Mental Maturity

Available Publications: Progress Report; 1963-1964.

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II

Location: Maryland, Baltimore

Title: Training for Work with Troubled Preschool Children - (September 1, 1960-ongoing).

Supervising Org: The Children's Guild, Inc.

Sources of Financial Support: National Institute for Mental Health

Project Director: Mrs. Frederica Bardwell, Director, The Children's Guild, Inc., 2270 Park Hill Avenue, Baltimore, Maryland 21211; (1960-63 Project Directors included Dr. Helen Marshall, Dr. Ivor Kraft, and Charlotte Loring.)

Other Personnel: 4 teachers, 8 part-time teachers' aides; 1 full-time and 2 part-time social workers; 1 part-time psychologist, and 1 consulting psychiatrist.

Summary: Purpose: To provide an opportunity for professional people working with children and their parents to become acquainted with the implication of behavior problems in the preschool years, and to see how a nursery school can help in resolving these problems. The program also offers a demonstration of how a team of specialists must work together to effect changes in behavior.

Population: 85 boys and 25 girls of preschool and kindergarten age 80% Caucasian and 20% Negro; all having emotional problems; identified by interviews, referrals, and a staff conference weekly with consulting psychiatrist.

Curriculum: General enrichment; emphasis on meeting emotional needs of individual child; encouraging use of materials, and interaction in group for meaningful expression of feeling and better understanding of child's own role with other people; providing ego-strengthening and ego-developing experiences.

Program and Methods: A circular system of communication is set up between the school, the parent, and social workers who counsel the parents. Includes team teaching, special teacher selection and training, summer-school program; community visits, guest speakers; therapeutic techniques; improved student-teacher ratio; revising of materials.

Texts: Caplan, G. *Emotional Problems of Early Childhood.* New York, 1955; Buxbaum, E. *Your Child Makes Sense.* New York; Frailberg, S. *The Magic Years.* New York: Scribner, 1959.

Standard Tests: Stanford-Binet Form L-M. Staff conferences weekly with consulting psychiatrists.

Available Publications: Loring, Charlotte, Final Progress Report, Grant MH-00508-04

VI-A

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Location:	Maryland, Baltimore
Title:	Vocational Preparation - (ongoing)
Supervising Org:	Baltimore Public Schools
Sources of Financial Support:	Ford Foundation through the Great Cities Program for School Improvement
Project Director:	William J. Hucksoll, Director, Vocational Education, 3 East 25th Street, Baltimore, Maryland 21218
Other Personnel:	Instructors

Summary: **Purpose**: To develop vocational competence and to provide a high school program that will encourage students to remain in school until graduation.

Population: Youth of low average ability in the comprehensive high school who are interested in preparing for the world of work.

Curriculum: Vocational experiences of a less intensive and extensive nature than those available at the vocational-technical high schools.

Program and Methods: 10th-grade students do exploratory work in the automotive, electrical and printing shops. They are permitted to specialize in one of these areas during the 11th and 12th grades. 10 periods of a 25-period week are devoted to shop and mechanical drawing; instruction in mathematics and science is closely coordinated with shop activities.

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adult
jobs

VI-A

Location: Kentucky, Berea

Title: Manpower in the Appalachian South - (a funded proposal)

Supervising Org: Council of the Southern Mountains

Sources of Financial Support: Office of Manpower, Automation and Training of the United States Department of Labor

Project Director: Council of the Southern Mountains, Inc., College Box 2307, Berea, Kentucky

Other Personnel: 4 regional manpower workers; 1 on-the-job training specialist

Summary: Purpose: To provide a demonstration which will evolve a base of knowledge and experience upon which to ground action for maximum development of manpower in the Appalachian South.

Population: Strategic points within the following sub-regions of the Appalachian South--Region I: the Southern Cumberlands, including all of Eastern Kentucky and the Cumberland portion of Tennessee; Region II: the Northern Cumberlands, including all of West Virginia; Region III: the Northern Smokies and Southern Blue Ridge Mountains, including Southwestern Virginia, Eastern Tennessee, Western North Carolina, and Western South Carolina; Region IV: the Southern Smokies, including South Central Tennessee, Northern Georgia, and Northern Alabama.

Curriculum: Training of personnel for project; development of on-the-job training programs in remote areas; development of effective local community and broad citizen participation in reaching the hard-core unemployed.

Program and Methods: Within each broad geographic region 4 specific areas will be selected in accordance with the following: a) approximately 2 to 3 counties, average population of 60,000; b) a critical unemployment problem; c) few manpower programs available to residents of the area; d) an absence of community-action plans for manpower programs.

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Location: Kentucky, Berea

Title: Appalachian Volunteers - (December 1963-ongoing)

Supervising Org: Council of the Southern Mountains

Sources of Financial Support: Federal grant and volunteers

Project Director: Milton Ogle, Executive Director, Appalachian Volunteers, College Box 2307, Berea, Kentucky

Other Personnel: Over 1,000 Eastern Kentucky college students and a like number of local people.

Summary: Purpose: To renovate mountain schools and revitalize their activities.

Population: Isolated rural areas in Eastern Kentucky

Curriculum: General enrichment programs; renovation of mountain schools; encouragement of self-help among the Appalachian inhabitants.

Program and Methods: Appalachian Volunteers work in Eastern Kentucky's one- and two-room schools and the communities served by them; conduct programs of curriculum enrichment and remedial help for the children attending these schools. They give these children personal attention and breadth of knowledge which one teacher, no matter how competent, cannot hope to offer, especially when she must teach 4 to 8 grades at a time. As a complement to this effort, the Appalachian Volunteers are conducting a "Books for Appalachia" drive (with the cooperation of the National Congress of Parents and Teachers) to place a collection of 200-300 books in every one- and two-room school in Eastern Kentucky. Volunteers also work with the adults of these communities in cooperative projects of school renovation and community improvement.

Other Comments: The Volunteers propose to establish 400 libraries in Eastern Kentucky rural schools during the coming year.

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omitted research

Location:	University of California, Berkeley
Title:	The Child-Care Center: A Study of the Interaction Among One-Parent Children, Parents, and School - (1963-1964)
Supervising Org:	Department of Education, University of California
Sources of Financial Support:	University of California Research Grant No. 1656
Project Director:	Harry H.L. Kitano, Principal Investigator for Child-Care Center Research, Department of Education, University of California, Berkeley, California
Other Personnel:	Staff of 2 nursery school centers and 2 day-care centers

Summary: Purpose: Research to evaluate a group child-care program in the Santa Monica Unified School District.

Population: 124 boys and girls from birth through age 8, from low-income families, with a high percentage from one-parent families.

Curriculum: An examination of the program itself and an exploration of the behavior of its various participants; study of the interaction among parent, child, teacher, and instruction, from a social-psychological point of view.

Program and Methods: The centers being studied are in operation 10½ hours a day, 5 days a week, 12 months a year. Analysis included differential child rearing attitudes of the parents and teachers; adjustment of problem and non-problem children to specific situations; behavior of child-care children in regular schools; some case study, and conclusions and recommendation for improvement.

Available Publications: Kitano, H.H.L. The Child-Care Center: A Study of the Inter-Action Among One-Parent Children, Parents, and School. Berkeley and Los Angeles: University of California Press, 1963.

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Location: Berkeley, California

Title: Increasing the Academic Achievement of Culturally Disadvantaged Youth - (September 1964-February 1966)

Supervising Org: Department of Education, University of California, Berkeley

Sources of Financial Support: Federal Office of Education, 100%

Project Director: Lawrence H. Stewart, Associate Professor, Department of Education, University of California, Berkeley

Other Personnel: Robert W. Moulton, Assistant Professor, Department of Education; 2 counseling psychologists.

Summary: Purpose: Basic research on methods: 1) To study the effectiveness of a group procedure for improving the academic achievement of high ability, low-achieving Negro youth from low socio-economic backgrounds; 2) To determine which type of youth will respond to the procedures.

Population: Approximately 80 boys from 3 public junior high schools, 100% Negro, all with high ability as judged by teachers and referrals from outside sources.

Curriculum: Counseling groups, structured as to content.

Program and Methods: Pupil counseling and guidance. A control group is used; success evaluated by: 1) scholastic improvement, grades; 2) achievement test scores; and 3) teacher evaluation.

Location: California, Berkeley

Title: School Resource Volunteers, Inc. - (1960-ongoing)

Supervising Org: School Resource Volunteers, Inc., 1222 University Avenue, Berkeley, California-functioning under auspices of Berkeley Board of Education and Berkeley School Department.

Sources of Financial Support: Rosenberg Foundation

Project Director: Mrs. Violet Smith, 1222 University Avenue, Berkeley, California

Other Personnel: Mrs. Charlotte Treutlein, President, School Resource Volunteers, Inc., 2215 Marin Avenue, Berkeley, California. More than 425 volunteers, serving in all public schools and with all age groups, in schools with predominantly Negro students.

Summary: Purpose: 1) To supplement with community resources the work of the classroom teacher; 2) enrich educational program by providing services beyond scope of school or for which school personnel is not available; 3) to enhance better school-community relations; 4) to expose volunteers to career possibilities of the teaching profession.

Population: Selection follows naturally from teacher requests and are filled on a first come, first serve basis.

Curriculum: Volunteers assist in all academic subjects.

Program and Methods: The majority of volunteers provide general classroom assistance, including correcting papers and working with children individually or in groups. Volunteers staff homework study centers; they assist in a wide variety of after-school clubs; they help in paperback bookstores, type stencils, and assist in libraries. In addition to the regular weekly assistance described above, volunteers serve as guest speakers of performers.

Other Comments: Growth of the program in number of volunteers: 1962, 156 - 1964, 425

V-C

College

Location: California, Berkeley

Title: Special Opportunity Scholarship Program - (Summer, 1964)

Supervising Org: Faculty Committee, Berkeley Division of the Academic Senate of the University of California

Sources of Financial Support: Contributions from members of the University Community, 50%; Opportunity Fund of Regents, 50%

Project Director: Owen Chamberlain, Department of Physics; Mark Rosenzweig, Department of Psychology, University of California, Berkeley, California

Other Personnel: Regular teaching staff of the University's Demonstration Secondary School; Dr. Eugene McCreary, Master English Teacher

Summary: Purpose: An experimental pilot project to offer a concentrated course of study to high school students of some promise, particularly from racial minorities or economically disadvantaged backgrounds, for eligibility toward higher education.

Population: 34 10th-grade students, 66% Negro, 26% Caucasian, 3% Oriental, selected by the faculty committee on the basis of recommendations received from various high school counselors and teachers, as well as school records from 11 East Bay high schools.

Curriculum: Concentrated courses of study in: 1) English class with heavy emphasis on writing, reading, and speaking; 2) student's own choosing, designed to be helpful to him in his high school work, and to fulfill University entrance requirements. Courses selected included chemistry, geometry, algebra, trigonometry, Spanish, and French.

Program and Methods: Seven-week program during the summer. Mornings, course in English and one elective; afternoons were spent on Berkeley campus with supervised study hall, special tutoring. Final hour of the day devoted either to recreation or special events of a cultural or educational nature, e.g. tours, visits to University art galleries and museums, music festivals and conversations with members of the faculty.

Other Comments: The Faculty Committee plans to keep in touch with the students throughout the coming academic year. Plans are to repeat the program with a new group of 10th-grade students in the summer of 1965, with plans to hire special teachers through the University Demonstration Secondary School rather than using their regular staff.

Available Publications: "Summary of the Special Opportunity Scholarship Program, Summer, 1964." (Mimeographed.)

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III-B

Location: California, Berkeley

Title: Project Motivation (Adventure Tours) - (Fall of 1961-ongoing)

Supervising Org: University YWCA

Sources of Financial Support: Rosenberg Foundation, 100%, diminishing to 0% over a 3-year period; after that, Social Agency, 70% and Auxiliary or other local group, 30%

Project Director: Helen Howe and Mrs. Paul James, 2600 Bancroft Way, Berkeley, California

Other Personnel: 36 part-time volunteers

Summary: Purpose: 1) To stimulate interest in education for minority group children, especially those capable of doing better work in school; 2) to give college students experience in working with children.

Population: 70 boys and 80 girls; Negro 82%, Oriental 10%, Mexican 5%; Caucasian 3%; in the 5th and 6th grades, recruited from the lists provided by the teachers from 5 public elementary schools.

Curriculum: General enrichment of cultural and sensory experience; introduction to specific educational and vocational possibilities for the future.

Program and Methods: Visits to "places to work", "places to go to school"; development of relationship between youngsters and student leaders.

Other Comments: We are beginning to experiment with smaller groups for the Saturday trips: 2 leaders and 8 children to facilitate a closer relationship between leaders and youngsters.

Available Publications: Howe, Helen, Report of Academic Year 1962-63; James, Darcy R., Report of First Year of Rosenberg Grant, 1964.

X

III-B

Location: California, Chualar

Title: Monterey County Office of Education-Compensatory Education Project - (1963-1965)

Supervising Org: Monterey County Office of Education

Sources of Financial Support: McAteer Act

Project Director: Mrs. Esther Bird, Chualar Union School, P.O. Box 188, Chualar, California 92925

Other Personnel: James Stefan, Assistant Superintendent, Monterey County Office of Education, 135 Market Street, Salinas, Calif.; Regular classroom teachers and part-time volunteers

Summary: Purpose: To raise the educational aspirations of the 6th and 7th graders in the Chualar School; to encourage parents to join in school and community affairs; to investigate community for possibility of a "community center".

Population: All 7th and 8th graders at Chualar; 74% Mexican or Filipino.

Curriculum: General enrichment of cultural and sensory experience.

Program and Methods: Field trips, guest speakers, classroom encouragement, school newspaper, evening class for parents, and periodic meeting by the county Office of Education for the parents and teachers: establishment of a branch library and study center; provision of individual and small group instruction; testing to determine verbal and non-verbal ability.

Standard Tests: WISC

Available Publications: Report on First Year.

29 -no research ommitted

VIII

Location: California, Berkeley

Title: Richmond Youth Project - (April 1963-April 1970)

Supervising Org: Survey Research Center, University of California, Berkeley, California

Sources of Financial Support: National Institute of Mental Health, 100%

Project Director: Charles Y. Glock, Director, Survey Research Center, University of California, Berkeley, California

Other Personnel: Ralph Kramer, Assistant Professor, School of Social Welfare, University of California, Berkeley; Alan B. Wilson, Assistant Professor, School of Education, University of California, Berkeley; 4 social workers and 4 sociologists.

Summary: Purpose: To raise the aspirations nnd educational achievements of Negro youth in Richmond, California.

Population: Negro high school pupils; city-wide research project.

Program and Methods: This is the beginning phase of an action--research project. At the beginning of this year a lengthy questionnaire will be administered to all high school pupils in the school district (18,000) and a questionnaire to a sample of adults (4,000). Other observational and interview studies are also being undertaken in the schools and the community. The results of these studies will inform the action programs. which are to be evaluated with another administration of questionnaires and observational techniques.

omitted public school but research program completed

VIII

Location: California, Hayward

Title: Nursery School Education in a Cross-Cultural Setting - (January - March 1963)

Supervising Org: Decoto Elementary School District, Union City, California; California State College, Hayward, California

Sources of Financial Support: Department of Education, California State College, and Public School Board

Project Director: Dr. Mildred R. Sabath, Associate Professor of Education, California State College, Hayward, California

Other Personnel: Dr. Robert Hall, Chairman, Division of Education, California State, Hayward; Dr. Harold Schoenfeld, Superintendent, Decoto Elementary School District; Mrs. Jean Conley, Neil Kaufman, Refugio Cabello, all of the Decoto Elementary School District

Summary: Purpose: Pilot study; development of curriculum and teacher training. To provide normal preschool group experiences, enhance English language development, and provide education students with experience in working with "culturally different" children.

Popuation: 12 boys and 12 girls of preschool age, working class; Mexican descent and Anglo-American middle-class.

Curriculum: A regular "nursery style" program. Structured framework encompassing wide activity but low-pressure instruction.

Program and Methods: Team teaching, special teacher training, visits to community places, guest speakers, therapeutic techniques, improved student-teacher ratio, and rewriting or revising instructional materials.

31 ok

III-A

Location: California, Berkeley

Title: Pilot Project in Compensatory Education Under the McAteer Act - (1963-65)

Supervising Org: Berkeley Unified School District

Sources of Financial Support: McAteer Act

Project Director: Mrs. Harriett G. Wood, Director of Elementary Education, Berkeley Unified School District, 1414 Walnut Street, Berkeley, California

Other Personnel: Dr. Harold J. Maves, Assistant Superintendent for Instruction, Berkeley Unified School District; 1 extra resource teacher was added to the regular kindergarten staff of each of these 5 schools.

Summary: Purpose: Compensatory education for kindergartners which will expand the pupils' experiences, provide and enriched language arts program, motivate the child to learn, help him see that he can achieve, and will help parents support their child for future success in school.

Population: Kindergarten classes of five elementary schools as of the school year 1964-65: Franklin (where the project was originally started in the spring of 1964), Franklin Primary, Columbus, Lincoln, and Longfellow schools. Most of the children are Negro, although other minorities are represented, who live in the lower socioeconomic area of the city.

Curriculum: General enrichment, based on educational excursions; language improvement and development; reading and math readiness.

Program and Methods: Resource teacher works with the children in small groups, assists the regular teacher in planning and selecting materials, plans and executes special projects, and confers and works with parents.

Texts: Houghton Mifflin Reading Readiness Program; Greater Cleveland Math Program (SRA)-Kindergarten Level

Standard Tests: Peabody, Goodenough Draw-A-Man, Metropolitan Readiness Tests

III.A.

Location: California, Colusa

Title: Colusa Unified School District Compensatory Education Project - (1963-1965)

Supervising Organ.: Colusa Elementary School

Sources of Financial Support: McAteer Act

Project Director: J. M. Burchfield, Principal, Colusa Elementary School, 426 Webster Street, Colusa, California

Other Personnel: Social worker, psychiatrist, and public health nurse working with school personnel.

Summary: Purpose: An attempt to identify potential dropouts at grades 4 and 5 in the Colusa Elementary School, and to offer special individualized services to these children in their environmental situations and school experiences to make education a worthwhile goal.

Population: Approximately 200 boys and girls in 4th and 5th grades, underachievers with poor social adjustment and environmental stress factors.

Curriculum: Individualized instruction in small-class grouping by a teacher skilled in remedial methods.

Program and Methods: Psychiatric consultation available to teacher in reference to childrens' problems; social worker evaluates home situation and works with parents; public health nurse studies child and family health problems.

Texts: California State Texts

Standard Tests: Standford Tests

omitted

no

VII

Location: California, Berkeley

Title: Cultural Patterns of Differentiated Youth: A Manual for Teachers in Marginal Schools - (September 1963-December 31, 1964)

Supervising Org: School of Criminology and School of Education, University of California, Berkeley, California

Sources of Financial Support: President's Committee on Juvenile Delinquency, 100%

Project Director: Joseph D. Lohman, Dean, School of Criminology, University of California, Berkeley, California

Other Personnel: J. Cecil Parker, Professor of Education, Head of the Field Service Center; T. Bentley Edwards, Professor of Education, University of California, Berkeley; 4 research social scientists from school of criminology, 2 supervisors from school of education.

Summary: Purpose: A research project for the development of curriculum and materials.

Population: 38 teachers referred by administrators and colleagues from schools with a large proportion of minority youth.

Curriculum: Panel discussions to elicit teachers' insights, skills, and sensitivities for working with and engaging alienated youth. The purpose is to draw out coping strategies, primarily for classroom use.

Program and Methods: Panel discussions bi-weekly of problem situations.

Standard Tests: Special Guttman scale was devised for this project.

Available Publications: School of Criminology. Cultural Patterns of Differentiated Youth: A Manual for Teachers in Marginal Schools.

no

teacher education

VII.

Loc tion: California, San Francisco

Title: Ravenswood City School District Compensatory Education Program - (1962-ongoing)

Supervising Org: National Conference of Christians and Jews: Board of Education

Sources of Financial Support: Rosenberg Foundation, 100%

Project Director: Watt A. Long, Director of Education, National Conference of Christians and Jews, 815 Central Tower, San Francisco, California

Summary: Purpose: To aid classroom teachers and school principals to undertake a study of the learning problems of their students who have been handicapped in their educational development and are, therefore, unable to profit from classroom instruction designed for middle-class oriented students; to assist these teachers and administrators in: the identification of the causes of learning problems; in recognizing the difference between the treatment of the causes rather than the symptoms of the students learning problems; the development of teaching techniques and the selection of special materials; the improvement of the students' self-image.

Population: 35 teachers representing several schools in the district.

Curriculum: Conferences and lectures about learning problems and problems generally of the culturally deprived child; individual case studies.

Program and Methods: Group discussions and lectures by consultant; home calls to families selected by teachers, principal or social workers; social workers will assist the teachers on techniques for making home calls and for interpreting information gained from visits.

III

Location: California, Bishop

Title: Bishop Compensatory Education Program - (1963-1965)

Supervising Org: Bishop Union Elementary School

Sources of Financial Support: McAteer Act

Project Director: Sidney L. Gardner, Bishop Union Elementary School Superintendent, 201 Home Street, Bishop California

Other Personnel: Regular classroom teachers and psychological and counseling services.

Summary: Purpose: To identify those factors which influence the educational development of the experimental group (Piute Indians) and then to establish corrective or preventative measures that will help each child reach his optimum level.

Population: Entire school body from kindergarten through 8th grade; approximately 10% are Piute Indians.

Curriculum: Regular elementary school curriculum with emphasis on language, its development for daily expression, its association to symbols, and its use for pleasure and learning. Also development of self-image and social living; parent education.

Program and Methods: Increased individual evaluation; presechool program; development and implementation of operational schedule; testing and research.

Texts: No texts other than regular remedial or enrichment materials.

Standard Tests: Stanford-Binet Intelligence Test; California Achievement in Reading and Arithmetic; Occupational Interest Inventory for 8th graders.

X

Location: California, Fresno

Title: Kings County Compensatory Education Project

Supervising Org: Kings County School Board - (Fall 1963-ongoing)

Sources of Financial Support: School Board, 15%; State Office of Education, 80%; Welfare Department, 5%

Project Director: Dr. George Avery, Assistant Professor, Fresno State College, Fresno, California

Other Personnel: Robert Bair, Assistant Superintendent, Kings County Schools, Hanford, California; 15-20 teachers, 2 social workers, 2 psychologists, and one educator on the college staff.

Summary: Purpose: To identify those children who meet specified criteria as "culturally disadvantaged"; to provide a broad range of "compensatory" types of experience and to measure the effects of such experiences on various aspects of learning and adjustments.

Population: 15 public elementary schools

Curriculum: All elementary school subjects, including art and music, with special emphasis on cultural enrichment.

Program and Methods: Tutorial projects, teachers' aides, team teaching, visits to community places, pupil and parental counseling, visits to homes, health care, and professional conferences.

Available Publications: Kings County Superintendent of Schools Office, A Report on the McAteer Compensatory Education Project in Kings County, September 1964 (copies from above office in Hanford, California).

VIII

Location: Indiana, Bloomington

Title: The Development and Evaluation of a Diagnostically Based Curriculum for Psycho-socially Deprived Preschool Children - (June 1964-July 1967)

Supervising Org: Indiana University, Bloomington, Indiana

Sources of Financial Support: Federal Office of Education, 80%; State Public School Board, 5%; State Office of Education, 15%

Project Director: Dr. Boyd R. McCandless, Professor of Education and Psychology, Indiana University, Bloomington, Indiana

Other Personnel: Dr. Walter L. Hodges, Assistant Professor of Education, Indiana University; 1 teacher, 1 social worker, and 3 testing psychologists.

Summary: Purpose: To develop and refine a tentative curriculum for five-year-old psycho-socially deprived children to prevent future mental and educational retardation.

Population: 8 boys and 7 girls of kindergarten age, 90% Caucasian and 10% Negro; selected by scores on diagnostic tests and speech evaluation, and rating of home and family characteristics made by social worker.

Curriculum: Careful planning of curriculum from analysis of diagnostic deficits and strengths established by a large battery of tests.

Program and Methods: Special class set up. Careful consultation with the teacher concerning the diagnostic profile of each child. Special innovations for each child.

Other Comments: Regular kindergarten control, non-school control for regular kindergarten, and non-school population for present experimental group.

Standard Tests: Stanford-Binet Intelligence Scale, Minnesota Tests of Creativity, Peabody Picture Vocabulaty Test, Illinois Test of Psycholinguistic Ability, Raven's Progressive Matrices, etc.

V-C

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Location: Massachusetts, Boston

Title: YMCA Program - Camp Ousamequin (1963-ongoing)

Supervising Org: Action for Boston Community Development, Inc.

Sources of Financial Support: Federal Office of Education; YMCA

Project Director: Stanley F. Overlan, Program Specialist III, Summer-Camp, Action for Boston Community Development, Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: Camp coordinator and camp director working with ABCD staff

Summary: Purpose: Demonstration program to improve camper's subsequent school achievement in reading, language arts, and basic computation skills by incorporating opportunities for developing school skills into normal camp activities.

Population: 35 boys, 9 to 13 years old, all below level in reading.

Curriculum: Archery, riflery, camp craft, nature, arts and crafts.

Program and Methods: No formal reading instruction, but activities require reading of descriptive material in camper manual, mastery of technical vocabulary, scoring, comprehension of charts and map symbolism, etc. Demonstration program introduced into the camp a substantial number of boys from low-income communities with different social backgrounds and behavior patterns from those of regular campers.

Standard Tests: California Reading Achievement

Omitted

V-C

Location: Massachusetts, Boston

Title: Jesuit Program - (Spring 1964-ongoing)

Supervising Org: Action for Boston Community Development, Inc.

Sources of Financial Support: Federal Office of Education

Project Director: Elizabeth E. Bell, Research Assistant, Independent Schools Jesuit Program, Action for Boston Community Development, Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: A Jesuit priest and 4 scholastics

Summary: Purpose: To conduct summer school for underprivileged youth in order to improve academic level, stimulate a rise in attitudes and self-image.

Population: 44 8th-grade boys, all from ABCD target area and whose reading score is not more than one year and five months above or below the grade in which the test was taken.

Curriculum: Basic structure of English language, basic mathematics.

Program and Methods: 6-week project beginning with 2-week program in which students take interest and ability tests and are interviewed by teacher to determine attitudes. Next 4 weeks from 9:00 a.m. to 6:00 p.m. program provides classes in English, math, science demonstrations, trips to museums and libraries, and recreational excursions. Control group is used.

Texts: Be a Better Reader (basic text for English Skills Course; Kingsley, Bernard. Reading Skills.

Standard Tests SRA Interest Inventory; California Reading, Math, and Language Tests.

40

LV OK

III

Location: Massachusetts, Boston

Title: Developmental Reading Program - (September 1964 - June 1967)

Supervising Org: Action for Boston Community Development, Inc. (ABCD) - September, 1964 - June, 1967.

Sources of Financial Support: Boston Public Schools and ABCD, Inc.; Ford Foundation

Project Director: Harold C. Haizlip, Supervisor, Education Programs, Action for Boston Community Development, Inc., 18 Tremont Street, Boston, Massachusetts.

Other Personnel: 10 reading consultants

Summary: Purpose: 1) To increase general reading vocabulary with special emphasis on arithmetic, science, geography and history; 2) To improve reading comprehension with special emphasis on following directions, reference skills, interpretation.

Population: All students in grades 4 through 8 in 3 elementary and 3 junior high schools; 80% Negro. Students given standardized test and assigned to homogeneous reading achievement groups on basis of scores.

Curriculum: Total curriculum will become orientated toward reading and reading skill development.

Program and Methods: Elementary school: 40 minutes of reading in morning and 30 minutes each afternoon; one-hour class per day at junior high level. Consultants act as catalyst, conduct demonstration lessons, help teachers develop reading skills as they teach other subjects. Enrichment classes for able students. New teaching materials and equipment; more individualized intruction.

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III

Location: Massachusetts, Boston

Title: Pupil Adjustment Counseling Program. - (January 1964-ongoing)

Supervising Org: Action for Boston Community Development, Inc. (ABCD)

Sources of Financial Support: Boston Public Schools and ABCD, Inc.; Ford Foundation

Project Director: Harold C. Haizlip, Supervisor, Education Programs, Action for Boston Community Development; Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: Howard E. Freeman, Research Consultant, Delinquency Project Evaluation, ABCD, Inc;4 demonstration counselors

Summary: Purpose: To improve the academic performance and behavior in school of children referred to the pupil adjustment counselors, and of children attending class with the referred children.

Population: 111 boys and 56 girls in the primary and elementary grades, with behavior, personality, or maladjustment problems; mixed racial grouping.

Curriculum: Counseling-research demonstration regarding value and effects of counseling program using control group.

Program and Methods: 3 elementary and 1 junior high set aside as demonstration schools. A cooperative effort of ABCD's program-research staff and staff of schools. Includes case action and recording, progress assessments, periodic recheck after termination.

✓ X OK

II

Location: Massachusetts, Boston

Title: Pre-Kindergarten Program -(1963-ongoing)

Supervising Org: Action for Boston Community Development, Inc.

Sources of Financial Support: Ford Foundation; Boston Public Schools, Action for Boston Community Development, Inc.

Project Director: Harold Haizlip, Director, Educational Programs; Catherine Maney, Coordinator of ABCD, Boston School Department Program, 18 Tremont Street, Boston, Massachusetts.

Other Personnel: Dr. Esther Edwards, Consultant, Pre-Kindergarten Programs; Francis Sullivan, Director of Kindergartens, Boston Schools, 15 Beacon Street; 4 senior teachers; 2 assistants; 2 consultant psychologists; 6 testing psychologists; and a program monitor

Summary: Purpose: Identification of culturally disadvantaged youngsters aged $3\frac{1}{2}$ to $4\frac{1}{2}$; development of specific procedures which will assist children in the hypothesized areas of their particular need, e.g., sensory perception and discrimination, language, fine motor control, and socialization, to improve their subsequent elementary school achievement.

Population: 160-plus preschoolers in 4 nursery schools, selected from the total number of children who will be eligible for kindergarten in the following year, live within walking distance of each two program sites, and are not enrolled in another pre-kindergarten program; 65% Negro, 24% Caucasian, 5% Oriental, 5% Puerto Rican, and 1% American Indian.

Curriculum: 1) Verbal ability; 2) Auditory perception and discrimination; 3) Visual perception and discrimination; 4) motor control and coordination; and 5) socialization.

Program and Methods: When 80-plus eligible children for each of the two centers have been identified and tested, a random assignment of children will be made. From the total of 80 in each area, 40 will be designated members of the experimental group to attend the pre-kindergarten classes; the remainder will become members of the control group, not attending the pre-kindergarten classes, but will be tested exactly as the others are; both groups being tested at the end of the pre-kindergarten session, and at regular intervals thereafter, to the third grade. Parental involvement; advisory committee of specialists meets regularly with staff; in-service training of teachers.

Standard Tests: Stanford-Binet Intelligence Scale, 1960 Revision; B.U. Sound and Speed Tests, and Berke Test of English Morphology.

Available Reports: Edwards, E.P. An Interim Report on the Boston School Department, ABCD Pre-Kindergarten Program, November 1964.

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II

Location: Massachusetts, Boston

Title: Educating Intelligence: Follow-up and Continuing Stimulation of Culturally Deprived Children - (1964-1967)

Supervising Org: School of Education, Boston University, Boston, Massachusetts

Sources of Financial Support: United States Office of Education (applied for)

Project Director: Frank Garfunkel, Associate Professor, School of Education, Boston University, Boston, Massachusetts.

Other Personnel: Co-investigator, psychological consultant, speech and language consultant, head teacher.

Summary: Purpose: To test effectiveness of the preschool program for culturally deprived children; to test effectiveness of different degrees of educational intervention.

Population: 60 deprived children, ages 4-6, who have had long-term residence in culturally deprived areas; they receive different kinds and degrees of intervention.

Curriculum: Cognitive, social, and motor skills; general enrichment; psycho-educational clinical services for children with disturbances.

Program and Methods: One control and two experimental groups in original study; neighborhood house intervention after school in follow-up. Comparison on I.Q. tests, school grades, social adjustment, and children's attitudes toward school.

Standard Tests: Stanford-Binet, Illinois Test of Psycholinguistic Abilities; Peabody Picture Vocabulary Test, Lee-Clark Reading Readiness Test, Metropolitan Reading Readiness Test, Rorschach Inkblot Test, Children's Anxiety Scales.

Available Publications: Monograph in press

X to V

V-A

Location: Massachusetts, Boston

Title: Tutoring Project - (1964-ongoing)

Supervising Org: Action for Boston Community Development, Inc.

Sources of Financial Support: Public School Board and Action for Boston Community Development, Inc.

Project Director: Dorothy S. Abramson, Program Development, Action for Boston Community Development, Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: 3 school districts with 20 teachers and 20 college students, parents, and high school students forming the team of tutors in each school district.

Summary Purpose: Demonstration to test the feasibility and effectiveness of carrying out tutoring services under public school auspices.

Population: 20 boys and girls in primary and elementary grades.

Curriculum: Individual program of after-school tutoring in subjects needed.

Program and Methods: Each tutor has 2 groups of 3 students who meet for one hour after school twice weekly. Skilled teachers supervise the tutors in methods and materials being used in the classrooms. Tutees move in and out of program as school achievement improves.

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ok

V

Location: Massachusetts, Boston

Title: Ability Identification and Development (AID) - (1964-ongoing)

Supervising Org: Action for Boston Community Development, Inc.; Boston Youth Opportunities Project

Sources of Financial Support: Federal Office of Health, Education, and Welfare

Project Director: Dorothy S. Abramson, Program Development, ABCD, Inc., 18 Tremont Street, Boston, Massachusetts.

Other Personnel: 1 coordinating teacher plus a resource teacher in every subject area

Summary: Purpose: To provide a greatly widened range of activities and opportunities for students to develop and pursue their interests individually, or in small groups after school and on Saturday.

Population: All students in 3 elementary schools are included in project.

Curriculum: Development of interest and hobbies in after-school sessions.

Program and Methods: Resource teacher in each of the subject areas will conduct a 2-week intensive orientation period for classroom teachers in the demonstration schools, followed by once-a-week follow-up and exploration sessions; planning of projects and activities with individual students, with special materials and equipment available for their use; referral of students for further talent development in the community.

V-C

Location: Massachusetts, Boston

Title: Agassiz Village Program - (1963-ongoing)

Supervising Org: Action for Boston Community Development, Inc.

Source of Financial Support: Federal Office of Education

Project Director: Stanley F. Overlan, Program Specialist III, Summer-Camp, Action for Boston Community Development, Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: Camp coordinator, camp director, remedial reading teachers and instructors

Summary: Purpose: To improve reading, speaking, and writing skills through remedial reading classes, spoken language classes, and newspaper reporting.

Population: 122 boys, ages 9 to 15, all from depressed area of Boston.

Curriculum: Main emphasis on language arts, reading and writing, some arts and crafts, and athletics.

Program and Methods: 5 fifty-minute remedial reading periods each week, camp newspaper, improved student-teacher ratio, in-service teacher training, twice-a-week spoken language classes.

Standard Tests: California Reading Test

L

V-C

Location:	Massachusetts, Boston
Title:	Week-end Rangers Program - (1963-ongoing)
Supervising Org:	Action for Boston Community Development, Inc.
Sources of Financial Support:	Action for Boston Community Development, Inc. and 10% support by Camp Union, Greenfield, New Hampshire
Project Director:	Aura L. Monahan, Research Assistant, Week-end Rangers, Action for Boston Community Development, Inc., 18 Tremont Street, Boston, Massachusetts
Other Personnel:	1 coordinator and 3 leaders supervise the camp.

Summary: Purpose: To reduce the rate of delinquent acts committed by boys exposed to the program to prolong the time these boys remain in school and to improve their academic performance.

Population: 36 boys involved, 14-15 years old, all residents of Action for Boston Community Development target area; have had contact with Juvenile Aid section of Boston Police Department, and are behind in school.

Curriculum: Development of good work habits; acquisition and improvement of skills in forestry, carpentry, construction, maintenance, and repair work.

Program and Methods: Discussion sessions; outdoor and indoor projects consisting of physical improvements and conservation in and around camp; personal contact with camp leaders. Weekend program from 5:00 p.m. Fridays to 5:00 p.m. Sundays, at Camp Union in Greenfield, New Hampshire.

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VI-A

Location: Massachusetts, Boston

Title: Diversified Shop Program - (October 1962-ongoing)

Supervising Org: Boston Public Schools

Sources of Financial Support: Supported 100% City of Boston funds.

Project Director: Thomas Roche, Director, Department of Vocational Education and Industrial Arts, Boston Public Schools, 15 Beacon Street, Boston, Massachusetts

Other Personnel: Max Corbett, Cooperative Instructor, Machine Shop, East Boston High School; regular high school teachers

Summary: Purpose: To increase motivation and develop desirable work habits of potential high school dropouts.

Population: Youth attending high school whose achievement and attendance records indicate they may be potential dropouts.

Curriculum: A diversified shop program with 80% of the time devoted to shop; the other 20% of time is spent on basic English, citizenship, and health.

Program and Methods: Field trips and guest lectures are used extensively. The pilot group of 20 boys started October 1, 1962. Absence and tardiness are almost unknown and the group has developed desirable work habits.

Other Comments: Six of the boys have reached their 18th birthday and have been placed in industry by the Coordinator. The Coordinator reports that all of the employers are more than satisfied with the boys on the job.

VI-A

OK L49 ✓ ABCD

Location: Massachusetts, Boston

Title: Action for Boston Community Development Youth Training and Employment Program - (September 1963-March 1965)

Supervising Org: Action for Boston Community Development, Inc.

Sources of Financial Support: U.S. Department of Labor, through the Office of Manpower, Automation and Training, 95%; Foundation, 5%

Project Director: Leo C. Renaud, Director and Coordinator, Youth Training and Employment, Action for Boston Community Development, Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: Administration staff: director-coordinator, assistant director-coordinator, job development specialist, test specialist, and 2 clerical workers; 2 intake centers (at South End and Roxbury), each including a supervisor, 3 counselors, a work-orientation supervisor, and 2 clerical workers.

Summary: Purpose: To improve the employability of disadvantaged male and female youth, out-of-work and out-of-school, residing in Boston's gray areas, and to place them in jobs suited to their abilities.

Population: 1600 boys and girls, 16-22 years of age, 75% Negro, 25% Caucasian; 72% school dropouts, 40% from public assistance families, and 30% subjected to some sort of correctional treatment, recruited by the Youth Activities Bureau of Boston.

Curriculum: Long-range, intensive, vocational counseling and training is being provided in separate centers under programs operated by the Jewish Vocational Service and Morgan Memorial, and other cooperating agencies. Special training in private schools will be made available through the services of the Youth Activities Bureau. The Boston School Department conducts special vocational training programs.

Program and Methods: Individual and group counseling, psychological testing, health care; an intensive counseling and employment preparation service for those in need of longer-term vocational assistance; full use of existing public and private educational and social welfare resources.

Other Comments: Now under consideration is whether program will be extended another 18 months, or become fused with the "anti-poverty" program of Boston.

VI-A

Location: Massachusetts, Boston

Title: Work-Study Program - (May 1964-ongoing)

Supervising Org: Action for Boston Community Development, Inc.

Sources of Financial Support: Public School Board and ABCD, Inc.

Project Director: Dorothy S. Abramson, Program Development, ABCD, Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: Vocational advisors and job coordinators, teachers

Summary: Purpose: A demonstration program to test whether the incidence of dropouts can be reduced among students whose dropout potential is recognized early, and treated by improving their basic academic skills, providing experience on job, and helping each student form good work habits.

Population: A demonstration group of 100, and a control group of 100; boys and girls in the 8th and 9th grades of 4 public junior high schools; low socio-economic area, mixed racial group, all academically below grade level.

Curriculum: Remedial reading and math, classroom instruction, and related work experience.

Program and Methods: Individual and group counseling sessions; 4 months of work experience; full-time summer work with grade credit for the year of work experience and academic study.

III-B

OK 57 ✓ ABCD

Location: Massachusetts, Boston

Title: Experimental Guidance Advisor Program (1963-ongoing)

Supervising Org: Action for Boston Community Development, Inc. (ABCD)

Sources of Financial Support: Boston School Board and Action for Boston Community Development, Inc,; Ford Foundation

Project Director: Francis V. Brow, Guidance, Program Specialist II, ABCD, Inc., 18 Tremont Street, Boston, Massachusetts

Other Personnel: Jean M. Randlett, Director of Program Research, 4 demonstration guidance advisers.

Summary: Purpose: a) Elementary: To improve the school performance of students participating in the program with emphasis upon reduction in the number of major subjects failed. (Both elementary and junior high performance will be measured through the use of weighted course averages and standardized reading and arithmetic test scores, where available) b) Junior High: To improve the school performance of pupils participating in the program, with emphasis upon reduction in the number of major subjects failed;and to increase number of grade years completed in school after age 16.

Population: Approximately 750 boys and girls from 5th through 9th grades; all, all of whom are failing in one or more subjects.

Curriculum: Small group counseling and intensive individual counseling; a supportive classroom program is planned which will concentrate on discovering and furthering the pupils' interest, aptitudes, and skills; assisting the student in understanding the relationship between future career and job opportunities, and improved school performance.

Program and Methods: a) Establishment of favorable relationship between counselor and student;b) assessment of student's present situation in terms of: Nonschool environmental blockages; school related blockages; motivational orientation and problems - by placing emphasis on intensive individual counseling for failing students in accordance with a ratio which will provide a greater number of interviews for students in immediate danger of dropping out of school. After initial impact, attention will be given to less demanding needs such as career motivation, occupational information, etc. A training program is being planned for counselors.

Standard Tests: Grade 5: SRA - What I Like to Do; Grades 6 and 7: SRA - General Interest Inventory Survey, Kuder E; Grades 8 and 9: SRA - Kuder Preference Record Vocational Form C; tests for measurement of pupil self-concept: 1) The Borgatta Behavioral Self-Rating Form; 2) The California Test of Personality.

6 III-B

Location: Massachusetts, Boston -12 elementary districts

Title: Operation Counterpoise- (1963 - ongoing)

Supervising Org: Boston Public Schools

Sources of Financial Support: Boston School Committee; Action for Boston Community Development

Project Director: Dr. Marguerite G. Sullivan, Deputy Superintendent, Boston Public Schools, Administration Building, 15 Beacon Street, Boston, Massachusetts -02108

Other Personnel: 12 principals, 48 master teachers, 48 auxiliary teachers, 10 pupil adjustment counselors; 4 special art teachers, 2 special music teachers, 4 reading specialists, 12 remedial reading teachers

Summary: Purpose: This is a program designed to provide for children from culturally different homes, all of whom have something valuable to contribute to American society at large; to establish a school situation that recognizes the uniqueness of each child's cultural background, flexible enough to provide an educational program to prepare them for American adulthood. It is preventive in nature, designed to catch undesirable attitudes in their incipience in elementary school, and thus to motivate and inspire children to pursue their education to the limits of their abilities.

Population: 8800 children in 12 districts with a heavy concentration of culturally different children.

Curriculum: Reading, oral and written language, spelling, mathematics, art and music, physical education.

Program and Methods: Master teachers oversee the program of 5-6 classes in each team, counsel with the other teachers, and pay special attention to individual pupils in the team's Junior Grade I, Junior Grade IV classes; remedial and developmental reading. This program focuses on the language arts and mathematical skills with a rich audiovisual program.

Standard Tests: Use of SRA programmed materials, filmstrips, Dialog I, Weston Woods records, Phonetic Keys to Reading.

VIII

Location: Massachusetts, Boston

Title: Effects of Non-Automated Responsive Environment on the Intellectual and Social Competence of Educable Mentally Retarded Children - (September 1961-August 1964)

Supervising Org: Boston University, School of Education

Sources of Financial Support: Office of Education, 70%; Massachusetts Department of Mental Health, 20%; Boston University, 10%

Project Director: Dr. Burton Blatt, Professor and Chairman, Special Education Department, Boston University, Boston, Massachusetts

Other Personnel: 2 teachers, 6 teachers' aides, 1 part-time social worker, 1 part-time psychologist; consultants

Summary: Purpose: To select preschool children from culturally-deprived areas to see if a variety of preschool experiences would significantly affect their academic efficiency. Hypothesis is that intelligence is educable.

Population: 74 children (control and experimental), all preschoolers from a lower social class, none with any evidence of central nervous system pathology.

Curriculum: An optimal nursery school environment to: 1) help children learn to function socially in a group instruction situation so as to be maximally receptive to that instruction; 2) provide a concentration of experiences designed to arouse curiosity and to promote attitudes of inquisitiveness and positiveness toward learning; 3) provide training in certain psychological functions generally considered to be fundamental to the later acquisition of academic skills in the primary grades.

Program and Methods: Data has just been collected and the analysis of results is now being written. They are in terms of : 1) pre-testing versus post-testing; 2) experimental versus control; 3) experimental children with responsive environments versus experimental children without responsive environments.

Standard Tests: Stanford-Binet, Peabody Picture Vocabulary Test, Illinois Test of Psycho-linguistic Ability, Vineland Social Maturity Scale.

Research omitted

VIII

Location: Massachusetts, Cambridge

Title: Expansion Training and the Child's Acquisition of Grammar - (September 1964-June 1965)

Supervising Org: Department of Social Relations, Harvard University

Sources of Financial Support: United States Office of Education (except for 10% of the time of the Project Director)

Project Director: Dr. Roger W. Brown, Professor of Social Psychology, Department of Social Relations, Harvard University, 209 Emerson, Cambridge, Massachusetts

Other Personnel: Mrs. Courtney Cazden; 1 research assistant, 2 part-time tutors working with the children, 1 part-time secretary

Summary: Purpose: Research - To determine the effects of expansion training and of simple exposure to well-formed sentences on the child's acquisition of grammar.

Population: 8 Negro girls from 2½-3 years of age are being tutored in a private day-care center for working mothers in Negro area of Boston.

Curriculum: Language arts; specific and carefully controlled enrichment of oral language.

Program and Methods: Tutors will work with children in individual sessions, 30 minutes per day. One group will be given expansion training; another group will have exposure through reading and speech to well-formed sentences.

Other Comments: Project just begun. Results will be available by June 1965.

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Location: New York, Brentwood

Title: FABRIC (Ford and Brentwood's Research in Curriculum) - February 1963-July 1966)

Supervising Org: Brentwood Public School Board

Sources of Financial Support: Ford Foundation, 55%; Public School Board, 45%

Project Director: Raymond L. Scheele, Ph.D., Chairman of Secondary Education Department, Hofstra College, Hempstead, New York

Other Personnel: Curriculum Supervisor, Brentwood Public Schools, Brentwood, New York; staff includes 70 teachers and 3 consultant psychologists.

Summary: Purpose: Research in curriculum development

Population: 1,000 girls and 1,000 boys from kindergarten through high school; 15% Negro; a cross-section of the community's population.

Curriculum: General enrichment, instruction in reading; writing, language arts, mathematics, vision and perception.

Program and Methods: Rewriting or revising of instructional materials; occasionally, classroom reorganization and use of audio-visual techniques.

X I

Location: New York State

Title: Project ABLE - (1961-1966)

Supervising Org: State Department of Education and local school districts

Sources of Financial Support: State funds and local school districts

Project Director: Dr. Bernard Kaplan, Project Coordinator, Bureau of Guidance, State Education Department, Albany, New York 12224

Other Personnel: Coordinators, teachers, special service personnel

Summary: Purpose: To improve the educational experiences and opportunities for children from culturally disadvantaged or low socioeconomic backgrounds.

Population: Approximately 13,000 boys and girls in 18 school districts of the state of New York: Albany, Buffalo, Greenburgh #8, Hempstead, Kingston, Mount Kisco, Newburgh, New York City, Oppenheim-Ephratah, Rochester, Roosevelt, Schenectady, Suffern, Syracuse, Utica, White Plains, Windsor, and Yonkers.

Curriculum: Each project includes most of the following: cultural enrichment, expanded pupil personnel services, intensified home contacts and parent involvement, remedial instruction, staff orientation, and in-service training.

Program and Methods: Each project was locally designed; each is unique in its provision and approach, depending upon local needs and resources. 11 of the participating districts are mainly urban. The remaining 7 represent suburban, village, and rural communities. Each project includes a plan for ongoing evaluation to ascertain the effectiveness of the program.

Available Publications Project ABLE: The First Year; Helping Educationally Disadvantaged Youth: The Second Year of Project ABLE; Project ABLE: An Appraisal.

V

57
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Location: New York, Buffalo

Title: Guided Talent Project - (ABLE) - (1962-ongoing)

Supervising Org: Buffalo Board of Education

Sources of Financial Support: State Department of Education, 50%; Buffalo Board of Education, 50%

Project Director: Dr. Jonah D. Margulis, Board of Education, City Hall, Buffalo,,New York 14202

Other Personnel: School social worker (home-school coordinator, part-time clerk, and the regular school staffs

Summary: Purpose: Identify and encourage potential abilities among pupils from culturally deprived families and help them complete appropriate programs of secondary education.

Population: 451 junior and senior high school students in the 1963-64 year.

Curriculum: Before and after-school program; general cultural and academic enrichment program; remedial work in all academic subjects as needed.

Program and Methods: Counseling for pupils and parents; home visits; after-school interest clubs; study centers; visits to community places of interest.

VI-A

58

Location: New York, Buffalo

Title: Project STEP (School to Employment Program) - (1961-ongoing)

Supervising Org: Buffalo Board of Education

Sources of Financial Support: State Office of Education

Project Director: Dr. Louis L. Gitin, Assistant Superintendent, Pupil Personnel Services, Board of Education, City Hall, Buffalo, New York

Other Personnel: 4 full-time coordinators; staff includes regular high school teachers and program coordinators.

Summary: Purpose: To help students finish their high school education and develop job disciplines.

Population: Approximately 120 high-school students, 15 and 16, who need this training.

Curriculum: General academic, work-related; and part-time employment.

Program and Methods: School screening; placing and counseling students; counselors coordinate their program.

Available Publications: STEP Annual Reports - 1961-62, 1962-63, 1963-64. Albany: New York State Education Department; School to Employment Program. Buffalo, New York: Board of Education, January, 1964. (Brochure.)

VI-A

Location: New York State

Title: Project STEP (School to Employment Program) - (1961-1966)

Supervising Org: State Office of Education and local school districts

Sources of Financial Support: State Office of Education and local school districts

Project Director: Dr. Bernard Kaplan, Project Coordinator, Bureau of Guidance, State Education Department, Albany, New York 12224

Other Personnel: Teacher-coordinators

Summary: Purpose: To assist potential dropouts to remain in school and graduate; or, if they decide to leave, to assist them in finding satisfactory full-time employment.

Population: Approximately 1000 high-school students in 23 school districts of New York State: Albany, Brentwood, Buffalo, Clarence, Greece, Hempstead, Ithaca, Levittown, Maine-Endwell, Medina, Monticello, New York, North Babylon, North Tonawanda, Nyack, Poughkeepsie, Rochester, Sewanhaka, South New Berlin, Spring Valley, Syracuse, Watertown, and Yonkers.

Curriculum: A part-time school, part-time work program.

Program and Methods: A teacher-coordinator assigned to each group of 15-20 potential dropouts meets them daily in a class session to orient them to school and to work, and also supervises their work experience. He counsels them continuously and is responsible for their job placement. Pupils are placed with boards of education, other public agencies, and with private employers. Stipends from the funds of the school district are used to reimburse pupils for work in tax-supported agencies.

Available Publications: STEP Annual Reports - 1961-62, 1962-63, 1963-64. Albany: New York State Education Department; Cases in Point. Albany: New York State Education Department, March, 1964; STEP: An Appraisal; Developing Work-Study Programs for Potential Dropouts.

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This is part of a bigger extensive program

III

Location: New York, Buffalo

Title: Developing an Educational Program Adapted to the Needs of the Culturally Different - (January 1961-August 1961)

Supervising Org: Board of Education, Buffalo

Sources of Financial Support: Ford Foundation Grant

Project Director: Dr. Jonah Margulis, Director of Special Projects, Buffalo Board of Education, Buffalo, New York

Other Personnel: Dr. Joseph Manch, Superintendent of Schools, Buffalo, New York. Staff includes educational coordinator, community coordinator, psychologist, social worker, specialized teachers in reading and arithmetic.

Summary: Purpose: A pilot program in a school in the center of a low socio-economic section of Buffalo; to develop a program of education and community interaction with the educational process to meet the needs, abilities, and talents of children from a "sub-standard" environment.

Population: 545 children from Public School #12, grades kindergarten through 6th.

Curriculum: Remedial reading, writing, arithmetic, speech, art and music, science; general cultural enrichment.

Program and Methods: Special reading consultant and remedial reading teachers and classes; extended music and art activities at all levels; special coaching teacher in math and speech; reorganization of classes on the basis of reading ability; enlarged testing and correctional program; additional teaching aids; audiovisual materials; reference materials; assembly programs; bus trips to points of interest; home visits; lectures on health care.

Other Comments: School 12 became Demonstration School for "new" teachers School 12 techniques became part of Four Schools Improvement Program at Schools 36, 47, 73, 75.

Texts: Standard Reading Materials

Standard Tests: Stanford-Binet I.Q. Test; Stanford Achievement Tests

Available Publications: Report of the Ford Foundation Pilot Project January 1961-June 1961, School No. 12. Buffalo, New York: Buffalo Board of Education, October 6, 1961

III

Location: New York, Newburgh

Title: Project Springboard - (September 1961-June 1966)

Supervising Org: Montgomery Street School, Newburgh, New York

Sources of Financial Support: State Department of Education, 50%

Project Director: Charles F. Disare, Principal, Montgomery Street School, Newburgh, New York

Other Personnel: Dr. Harold Monson, Superintendent of Schools, Newburgh; Entire staff of 2 kindergartens and 2 elementary schools involved in some way: 45 teachers, 1 part-time psychologist (testing), 1 full-time volunteer, and 1 guidance counselor.

Summary: Purpose: To uplift, in every way possible, what was becoming a depressed school situation.

Populatinn: 499 boys and 513 girls from kindergarten to grade 6; 89% Negro, some Puerto Rican and Caucasian, all from low socio-economic areas.

Curriculum: Enrichment program includes emphasis on individual guidance, grouping for remedial instruction, employment of inter-group instructional materials.

Program and Methods: Pupil and parental counseling, visits to homes; classroom reorganization, improved student-teacher ratio; tutorial projects, team teaching, after-school and summer-school programs, study centers; visits to community.

Other Comments: A plan to add a 5-week summer pre-kindergarten program in 1965 is under consideration. Other phases of the program will continue as long as they are needed.

Standard Tests: Stanford-Binet Form L, administered individually by school psychologist.

Available Publications: Brochure and latest Progress Report, Montgomery Street School. A Report of Workshop Program offered as part of in-service training, Montgomery Street School.

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II

Location: Iowa, Cedar Rapids

Title: Jane Boyd Community House - (1963-1965)

Supervising Org: Jane Boyd Community House

Sources of Financial Support: United Good Neighbor

Project Director: Miss. Elizabeth Bender, Executive Director, Jane Boyd Community House, 943 - 14th Avenue S.E., Cedar Rapids, Iowa

Other Personnel: 9 voluntary teachers; 1-2 part-time nurses; psychologist when needed.

Summary: Purpose: To give the underprivileged preschooler a chance to develop socially, personally, physically, and mentally.

Population: 16 boys and 23 girls, ages 4 and 5, from a lower socioeconomic neighborhood; 24 Caucasian, 14 Negro, and 1 Indian. Selected by recommendation from the staff and by age (4 years by September 15th).

Curriculum: General enrichment; creative play; music; organized time with directed teaching; reading readiness; fundamental arithmetic.

Program and Methods: Team teaching; visits to community places; guest speakers; rewriting or revising of instructional materials; meeting with parents. School is 4 days a week, with staff meetings about once a month. Program changes often to existing demands.

Other Comments: Self-supporting in the respect that they run directly proportionate to those children that can pay.

Texts: Higne, J. The Child from Three to Six; Taylor, Katherine Whiteside, "Parent Cooperative Nursery School"; series of Nursery School publications by A.N.N.E.; Finger Fun; Cooperative Nursery School, Montgomery County Council of Cooperative Nursery Schools, Maryland; Landeck, Beatrice, "Songs to Grow On."

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V-C

Location: Illinois, Champaign

Title: Champaign Youth Council Playschool - (June 15, 1964-July 25, 1964)

Supervising Org: Champaign Youth Council

Sources of Financial Support: Auxiliary or local group, 100%

Project Director: Mrs. Harriet Gorski, Champaign Youth Council, 500 West Church Street, Champaign, Illinois

Other Personnel: 1 teacher and 12 volunteers

Summary: Purpose: Compensatory education as preparation for kindergarten, and counselor training and experience for teen-agers.

Population: 20 boys and 20 girls, ages 4 and 5, ready to enter kindergarten in the fall; 85% Negro and 15% Caucasian, selected by area, school social workers, and Illinois Public Aid Commission.

Curriculum: General enrichment of cultural and sensory experience; art and music.

Progrmm and Methods: Summer school program with visits to community points of interest; improved student-teacher ratio; "Domestic Peace Corps" type program for the teen-age counselors.

Other Comments: Program to be continued this summer. Changes being considered are: 1) increasing the number of children and teen-agers, and 2) using some materals and activities specifically designed to increase vocabulary.

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VIII

Location: North Carolina, Chapel Hill

Title: The Effect of Programmed Instruction in Special Skills During the Preschool Period on Later Ability Patterns and Academic Achievement - (July 1, 1962-October 31, 1965)

Supervising Org: University of North Carolina

Sources of Financial Support: Federal Office of Education, 65%; Foundation, 5%; National Institute of Mental Health, 15%; University of North Carolina, 15%

Project Director: Dr. Eugene R. Long, Professor of Psychology, University of North Carolina, Chapel Hill, North Carolina

Other Personnel: 2 teachers, 2 teachers' aides, 4 testing psychologists, and 4 research workers

Summary: Purpose: To develop a set of materials and procedures which will improve ability patterns of culturally deprived preschool children so that they become more educable once they are in school.

Population: 135 boys and 135 girls in kindergarten and primary grades; 50% Caucasian, 50% Negro; all children who live within 4 neighboring rural school districts.

Curriculum: General enrichment of cultural and sensory experience.

Program and Methods: Experimental--children are given special programmed instruction. Several different learning scores are available as a result of the use of these procedures.

Other Comments: Too early to draw conclusions; future plans entail giving training in various verbal skills as well as the more purely perceptual.

Standard Tests: Stanford-Binet, P.M.A., Columbia Mental Maturity, Peabody Picture Vocabulary, and Stanford Achievement Test.

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I

Location: Wyoming, Cheyenne

Title: Design for Curriculum Improvement - (Summer 1958-ongoing)
Sub-Title I: Curriculum for the Basic Work-Shop Groups
Sub-Title II: Non-graded Primary Programs

Supervising Org: Cheyenne Public Schools, Cheyenne, Wyoming

Sources of Financial Support: Public School Board, 100%

Project Director: L. D. Crane, Assistant Superintendent for Instruction, Cheyenne Public Schools, Cheyenne, Wyoming

Other Personnel: 52 teachers, 1 part-time testing psychologist, 3 specialized teachers

Summary: Purpose: Development of curriculum and materials; teacher training and compensatory education as regular part of ongoing program. The two sub-titles are primary for the culturally deprived child in order that he may achieve according to his potential.

Population: 5½ kindergartens, 8 public elementary schools, 2 public high schools, and 3 junior high schools; 68% Caucasian, 25% Mexican, 5% Negro, and 2% Oriental. All pupils have an IQ below 95, are 1½ years below grade level, and have been recommended by teachers, counselors.

Curriculum: General enrichment, instruction in reading; writing, language arts, and mathematics.

Program and Methods: Special teacher selection; pupil counseling; classroom reorganization, better student-teacher ratio, revising of materials; audiovisual techniques; and professional conferences.

Texts Used: Wolfe, D.M. and Geyer, Ellen M. Enjoying English, 7, 8 & 9. Chicago: The L. W. Singer Company.

Available Publications: Curriculum Guides prepared by the Cheyenne Public Schools; Methods and Psychology of Teaching the Basic Work Group; English Guide for 8th Grade, Basic, 1962-63; Basic Curriculum, Grade 7, English and Reading, 1962-63; Suggestions for Teaching 7th Grade Basic Mathematics, 1962-63; Basic Social Studies Guide, 7-9, 1962-63; Basic Social Studies Guide, Grade 7, 1963-64.

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VIII

Location: Wyoming, Cheyenne

Title; Effects of Summer Counseling with Potential Dropouts - (Summer 1964)

Supervising Org: Wyoming Department of Education

Sources of Financial Support: Federal Office of Education

Project Director: Dwight Safar, Director of Guidance, the State of Wyoming Department of Education, Cheyenne, Wyoming

Other Personnel: The regular guidance counselors from three high schools

Summary: Purpose: A pilot study to determine what effects, if any, a summer counseling program has on the subsequent behavior of potential dropouts.

Population: Potential dropouts selected for program by guidance counselors from grades 8, 9, 10 and 11 in three school districts.

Curriculum: Counseling and guidance.

Program and Methods: A summer counseling program using 2 experimental groups: 1) potential dropouts counseled by their parents or guardians; 2) potential dropouts counseled, but not by their parents or guardians; 3) a third group used as control which does not participate in counseling.

Other Comments: Data is now being collected and analyzed to determine the effects of the program.

IV

Is this really for disadvantaged?

Location: Illinois, Chicago

Title: Kelly High School Demonstration Center for the Gifted - (ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Illinois Plan for Program Improvement for Gifted Children; Chicago Public Schools

Project Director: Dr. Harold Korey, Principal, Kelly High School,
4136 South California Avenue, Chicago, 32, Illinois

Other Personnel: Teachers

Summary: Purpose: Identification and development of gifted students who are in need of cultural enrichment.

Population: Gifted students at Kelly High School

Curriculum: Emphasis in the cultural enrichment plan centers upon the strengthening of written and oral communication, and the simultaneous development of appreciation and understanding of the humanities and the arts.

Program and Methods: A tutorial English contract plan consisting of a sequential and articulated series of enriched learning experiences designed to promote effective written and oral expression; a special English V program involving team teaching; the student academy of arts and sciences providing for cultural enrichment activities such as plays, concerts, etc.; the faculty academy of arts and sciences involved in motivating total faculty interest in fostering study of the arts and literature. Other aspects include development of creative artistic skills, as well as mechanical and non-linguistic abilities; parental involvement.

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Location: Illinois, Chicago

Title: Helping Develop the Potential of the Above Average Child in a Disadvantaged Area - (1960-ongoing)

Supervising Org: Shakespeare School

Sources of Financial Support: Public School Board, 100%

Project Director: Dr. Jerome R. Reich, Principal, Shakespeare School, 1119 East 46th Street, Chicago 53, Illinois

Other Personnel: 2-3 teachers

Summary: Purpose: An attempt to "challenge" the most able of the pupils in the Shakespeare School, a school located in a culturally disadvantaged neighborhood.

Population: 22 boys and 39 girls from grades 1 through 6; 99% Negro, selected from high I.Q. and achievement scores, plus good classroom performance.

Curriculum: All elementary school subjects, using Chicago Curriculum Guides, with special emphasis on cultural enrichment.

Program and Methods: Special teacher selection and training; visits to places of interest within the community.

Other Comments: They plan to continue these groupings as they seem definitely to benefit this group of students.

III

Location: Illinois, Chicago

Title: Tesla Demonstration Center for Gifted Culturally Disadvantaged Students - (February 1964-June 1965)

Supervising Org: Tesla Demonstration Center

Sources of Financial Support: State Office of Education, 50%

Project Director: Miss Mildred Gladney, Coordinator, 6657 South Kimbark Avenue, Chicago, Illinois 60637

Other Personnel: 3 teachers; 1 psychologist works with children and parents on an individual and small group basis, and also serves as psychological consultant to total program.

Summary: Purpose: To develop a program for gifted, socially disadvantaged children within a primary non-graded structure designed to help students develop effective methods of inquiry and form positive long-range attitudes toward self and the school situation.

Population: Primary-grade Negro children in one elementary school who are selected by intelligence test, achievement test, and teacher judgment.

Curriculum: General enrichment in arts of reading, writing, language arts, math, and science. Units on Negro contribution to American culture, and extensive field trips.

Program and Methods: Features of program in addition to classroom experience include: in-service teacher training, visits to community, pupil and parental counseling, and home visitation.

Other Comments: A brochure describing the program should soon be available.

III

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Location: Illinois, Chicago

Title: Bell Elementary School Demonstration Center for the Education of Gifted Children (ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Chicago Public Schools

Project Director: Elberta E. Pruitt, Principal, Bell Elementary School, 3730 North Oakley Avenue, Chicago 18, Illinois

Other Personnel: Robert C. Todd, Department of Curriculum Development, Chicago Board of Education, 228 North LaSalle Street; regular school staff.

Summary: Purpose: To provide creative and challenging instruction for gifted pupils of varying types and backgrounds, regardless of physical condition or cultural background.

Population: The gifted pupils at Bell Elementary, a school for the education of handicapped students, including the blind and partially sighted, deaf, and multiple handicaps. Children are referred from all school districts on the North side of Chicago and hence include children from both culturally disadvantaged and culturally privileged areas. The school population also includes children without physical handicaps.

Curriculum: All gifted students are grouped together in areas where each can experience success commensurate with ability. Curriculum covers all grade levels from kindergarten through grade 8.

Program and Methods: Team teaching, special curricular experiences and materials, coordinated field trips, and interaction with local high schools.

III

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IQ 130 or above

Location: Illinois, Chicago

Title: Bryn Mawr Elementary School: Demonstration Center for the Education of Gifted Children - (1961-ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Chicago Public Schools

Project Director: Jeanne M. Connelly, Principal, Bryn Mawr Elementary School, 7355 South Jefferson Avenue, Chicago 49, Illinois

Other Personnel: Regular school staff

Summary: Purpose: To awaken in academically talented students a desire and disposition to study genuinely significant ideas and issues of the Western World, and to evaluate these critically in terms of past history, present conditions, and future implications.

Population: Classes of selected students at five different grade levels, 3, 4, 6, 7, and 8. Children have been identified as gifted on the basis of intellectual ability, school grades, standardized test scores, and emotional and social maturity as determined by teacher judgment.

Curriculum: Junior Great Books; broadening and deepening of the pursuit of ideas; cultural tracing of great ideas; foreign language program.

Program and Methods: Independent and intense exploration of ideas, creative and inquiring "dialectical" type discussions, carefully coordinated field experiences, and appropriate psychological counseling.

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Location: Illinois, Chicago

Title: The Carver Primary School Demonstration Center for the Education of Gifted Children - (ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Chicago Public Schools

Project Director: James F. Moore, Principal, Carver Primary School,
909 East 132nd Street, Chicago 27, Illinois

Summary: Purpose: To provide a comprehensive program in depth, designed to help gifted, underprivileged children make an adjustment to the school situation consistent with maximum expression of their abilities.

Population: Gifted primary children at Carver School which accommodates approximately 1,400 children from kindergarten through grade 3; a low-income area. Potentially gifted identified by readiness test developed by Carver Faculty committee, a teacher observation form, evidence concerning creativity, and an observation checklist for recording teacher judgment of given children.

Curriculum: Early school experiences that will help the disadvantaged child develop positive attitudes toward himself and interpret the school situation as a meaningful, challenging, and rewarding experience.

Program and Methods: Parent involvement, team teaching, psychological counseling, and speech development are emphasized.

III

Location: Illinois, Chicago

Title: Day-School Reading Clinics - (1953-ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Chicago Public Schools

Project Director: Reading Supervisor, Bureau of Child Study, Chicago Public Schools, 228 North LaSalle Street, Chicago 1, Illinois

Other Personnel: Reading specialists

Summary: Purpose: To encourage potential dropouts, identified by marked reading disability, to remain in school because of individual or small-group help provided at reading clinics.

Population: 12 reading clinics distributed throughout the city. Each serves 10 to 15 neighboring elementary schools, and enrolls 60 to 70 students per year, all of whom are achieving far below their potential.

Curriculum: Remedial reading

Program and Methods: Individualized instruction from a reading specialist, with the advantage of a variety of specialized reading materials, and the use of such mechanical aids as reading pacers, accelerators, and tachistoscopes.

V-A

74 ③

Location:	Illinois, Chicago
Title:	After-School Reading Clinics - (1961-ongoing)
Supervising Org:	Chicago Public Schools
Sources of Financial Support:	Chicago Public Schools
Project Director:	Reading Supervisor, Bureau of Child Study, Chicago Public Schools, 228 North LaSalle, Chicago 1, Illinois
Other Personnel:	Teachers with graduate training in remedial reading

Summary: Purpose: To encourage potential dropouts, identified by marked reading disability, to remain in school because of individual or small-group help provided at reading clinics.

Population: 15 reading clinics, all located in culturally disadvantaged areas. Each serves approximately 7 schools and enrolls 15-20 students for small group instruction.

Curriculum: Remedial reading

Program and Methods: Facilities are open from 3:30 to 5:30 p.m. for elementary pupils of 6th grade and above who have normal intelligence but are achieving two years or more below their grade placement. Teachers work under the general direction of reading coordinators on the staff of the Bureau of Child Study.

Other Comments: Indicative of the success of this program was the fact that a survey indicated that 60% of the pupils gained a year or more in reading achievement after attending the clinic four months.

V-A

Location: Illinois, Chicago

Title: A After-School Reading Improvement Programs - (1962-ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Chicago Public Schools

Project Director: Reading Supervisor, Bureau of Child Study, Chicago Public Schools, 228 North AsSalle Street, Chicago 1, Illinois

Other Personnel: Reading teachers

Summary: Purpose: To assist pupils within the normal intelligence range who were at least one semester behind their potential in reading and who could benefit from short-term, relatively intensified small group participation.

Population: Approximately 20,500 pupils of all grade levels in 175 city schools. Most classes were located in areas of high pupil mobility and in communities that generally contained a high proportion of potential dropouts.

Curriculum: Concentration on improving specific reading skills in: 1) word attack; 2) word meanings and comprehension; and 3) vocabulary development.

Program and Methods: ~~Classes meet twice a week from 3:15 to 4:00 and range in size from 15 to 20 pupils~~ who are usually from 3rd to 8th-grade classrooms. Teachers use a variety of creative techniques and materials to assist pupils in grasping the mechanics of reading, in increasing comprehension, and in furthering reading interests. A relaxed classroom atmosphere characterizes the remedial sessions. Teacher and principals reported positively on the carry-over of reading skills into the regular school work.

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V-C

Location: Illinois, Chicago

Title: Special Summer Schools - (ongoing)

Supervising Org: Chicago Board of Education

Sources of Financial Support: Chicago Board of Education

Project Director: Director, Summer School Division, Chicago Board of Education, 228 North LaSalle Street, Chicago 1, Illinois

Other Personnel: Teachers, coordinators, consultants, psychologists, librarians, nurses.

Summary: Purpose: 1) To develop new approaches to teaching to meet the need of every individual; 2) to motivate children to relate well to school; 3) to involve parents actively in the program so that the goals of the school are understood and a partnership developed between the home and the school.

Population: 600 children in grades 1 through 6; 4 classes of 25 children each in each grade; 50 children in 2 kindergarten classes of 25 each. Grouping is on the basis of reading achievement. Selection by the principal and teachers on the basis of need for an enriched school experience.

Curriculum: The curriculum of the Chicago Public Schools provided the basic framework for the learning experience; teaching-learning units were selected on the basis of the child's interests and needs.

Program and Methods: New and creative techniques explored, and extensive and intensive use of community resources made learning more meaningful. Children attended school from 9:00 a.m. to 2:00 p.m. 40% of day devoted to language arts, 20% to arithmetic, and 40% to correlated teaching-learning units providing for further development in social studies, science, art, and music. An 8-week summer period.

Other Comments: Communities involved in the program are: Cather, Hefferan, Ericson, Henson, Johnson, Mason, Beale, Wentworth, Banneker, Tanner, Stewart, Wicker Park, Dett, Franklin, Medill, Williams, Hartigan, Price, Beethoven, and Dumas.

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V-C

Location: Illinois, Chicago

Title: The Summer School Program - (ongoing)

Supervising Org: Chicago Board of Education

Sources of Financial Support: Chicago Board of Education

Project Director: Director, Summer School Division, Chicago Board of Education, 228 North LaSalle Street, Chicago 1, Illinois

Other Personnel: Teachers, counselors, coordinators

Summary: Purpose: To provide special compensatory opportunity for the child with a disadvantaged background.

Population: In 1963, the regular summer elementary and high school enrollment in Chicago was 73,868. Enrollment is tuition-free and voluntary.

Curriculum: Advanced work for those pupils progressing well; review of work of previous year; special remedial programs in reading and math; all regular academic subjects and selected vocation high school courses; make-up courses.

Program and Methods: Summer-school with staff composed of carefully selected teachers, many of whom are experienced adjustment teachers or specialists in the teaching of reading; remedial reading classes are offered for one hour daily in groups of 20; extensive counseling program.

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VI

Location: Illinois, Chicago

Title: President's Program to Prevent Dropouts - (August 1963-ongoing)

Supervising Org: Board of Education of Chicago

Sources of Financial Support: Federal Government

Project Director: Chicago Board of Education, President's Program to Prevent Dropouts, 228 North LaSalle Street, Chicago, Illinois

Other Personnel: Principals, counselors, Division teachers

Summary: Purpose: Counseling of dropouts early in September

Population: A city-wide program. 1,884 students were re-enrolled last year.

Curriculum: Efforts to return all school age youngsters to regular classes before the end of September

Program and Methods: Division teachers at each school submitted a list of all students who had not returned; neither had they been transferred nor graduated. Publicity was given through radio, television and other media. Teams of counselors were assigned for an extended two hours daily for a period of two weeks to coordinate the efforts. Contact with the students was made by mail, telephone calls, and attendance officer visitations to the homes. Young people were invited to come to the school after school hours for personal interviews. Each was counseled individually.

Other Comments: In March 1964, 774 or 41.1% remained, representing a significant salvage in relation to the expenditure of the program.

VI

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276

Location: Illinois, Chicago

Title: Urban Youth Program - (June 1962-ongoing)

Supervising Org: Chicago Public Schools through the Great Cities Program for School Improvement

Sources of Financial Support: Ford Foundation

Project Director: Urban Youth Program, Division of Work Experience and Post-High School Guidance, 64 East Lake Street, Room 1008, Chicago, Illinois 60601

Summary: Purpose: To assist youth 16 to 21 years old and to enable them to become personally and economically competent, socially-conscious young adult citizens.

Population: Young people in the Chicago area between 16 and 21 years of age who are out-of-school and out-of-work.

Curriculum: 1) Double C (Census and Counseling) Program which ascertains who the dropouts are and extends counseling assistance by "reaching out" letters and follow-up service to them; 2) Double E (Education and Employment) Program, a cooperative work-study program in which a student spends 12 hours per week in school classes and 24 to 32 hours per week on the job in a merchandising or clerical occupation; 3) Double T (Training and Transition) Program, a short-term training preparatory to employment in various areas, e.g. hospital aides, service-station help, preparation for civil service examination, etc.

Program and Methods: A counselor periodically follows-up the youth until he is 21, even though he has completed the program.

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VI.A.

Location: Illinois, Chicago

Title: Manpower Program - (1962-ongoing)

Supervising Organ.: Board of Education; State Employment Service; The Federal Government

Sources of Financial Support: State and Federal Government

Project Director: Director, Manpower Program, State Employment Service, 208 South LaSalle Street, Chicago, Illinois

Other Personnel: Teachers

Summary: Purpose: To help solve the employment problems of out-of-school youth and adults, 16-21 years of age.

Population: 22 projects located at 6 sites, 3 of which are schools enrolling 2,112 students with provision for a later addition of 590.

Curriculum: Clerk-stenographer and a practical nurse training program offered during the day; clerk-typist program in evening.

Program and Methods: Programs in various occupations are started as the Department of Labor ascertains a need and probable employment of the successful trainees. The State Employment Service then secures the trainees with the necessary qualifcations for success in the occupation and supplies the training institution with quotas of trainees at designated intervals.

VI-A

Location: Illinois, Chicago

Title: Work Internship - (ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement

Project Director: Blanche B. Paulson, Bureau of Pupil Personnel Service,
228 North LaSalle Street, Chicago, Illinois 60601

Other Personnel: School guidance staff

Summary: Purpose: To assist the students who are not college-bound to make an adjustment to work situations, and to help them accept placement within their ability to perform.

Population 16-year-old youth who are potential dropouts, non-achievers, whose ability is other than academic; or those who are forced to support themselves or must contribute to family support, but are capable of graduation.

Curriculum Work-study program.

Program and Methods: Placement in industry, according to ability; supervision by school guidance staff; administration in terms of individual need; and utilization of all possible community job opportunities.

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VI-C

Location:	Illinois, Chicago
Title:	Cooperative Work-Study Program - (October 1951-ongoing)
Supervising Org:	Chicago Public Schools
Sources of Financial Support:	Ford Foundation through the Great Cities Program for School Improvement
Project Director:	Urban Youth Program, Division of Work Experience and Post-High School Guidance, 64 East Lake Street, Room 1008, Chicago, Illinois 60601
Other Personnel:	Coordinator-counselor, company employers, and regular teaching staff of high school.

Summary: Purpose: Accredited work-experience program for high-school students for vocational training and development of appropriate attitudes and skills.

Population: Boys and girls, in one high school, at least 16 years of age.

Curriculum: The employer provides training and on-the-job supervision; the school assumes responsibility for coordinating the program, emphasizing subject matter beneficial to the work assigned, aids employer and student in the solution of problems which result from the work-study plan, and arranges a time schedule which permits the student to comply with the approved work period.

Program and Methods: The course of training is designed to run for one semester, with a minimum of 15 hours per week required for work experience; one credit is granted for a semester of work experience; the wage paid the student-trainee is the regular wage for part-time worker in the locality. Periodic ratings based on performance and attitude factors are made by the employer and reported to the school counselor, who serves as the program coordinator.

VI-C

Location: Illinois, Chicago

Title: Vocational and Practical Arts Education - (ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement

Project Director: Neal Duncan, Assistant Superintendent of Schools, Vocational and Practical Arts Education, 228 North LaSalle Street, Chicago, Illinois 60601

Other Personnel: Counselors, coordinators, teachers, employers.

Summary: Purpose: To enable students to see the relationship of what is studied in school to the needs of a job; to permit the student to begin training in a job; to encourage students to remain in school through earning while learning.

Population: Youth 16 years of age or older in Chicago's public high schools; approximately 1,000 students in program.

Curriculum: Part-time work experience related to high school vocational and academic subjects.

Program and Methods: 1) Distributive Education Program: for students primarily interested in selling opportunities, a small business of their own, store manager position, or buying; basic credit given for time spent in class and on job; 2) Diversified Occupations: provides vocational training in an occupation or trade on a part-time basis; the students' school time is devoted to prescribed high school courses and to a study of the related and technical information of the occupation for which he is being trained on the job; 3) Office Occupations: a senior-year program dealing with career office occupations in which the teacher-coordinator provides the student with occupational skill training. Office skills are put to practice in part-time jobs; 4) Practical Nursing: a post-high school age program for both men and women designed to prepare them to pass the State Licensure approved in the 1951 Nursing Act of Illinois; 5) Manpower Development and Training Act Program: designed for youth between 19-22, out-of-school and unemployed; training may be conducted in the public schools, by private schools, and on-the-job, using the facilities of cooperating institutions. The Federal Government pays 100% of the cost of training the unemployed, but only 50% for training others.

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VI-C

Location: Illinois, Chicago

Title: Vocational Guidance and Education Centers (ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement

Project Director: Neal Duncan, Assistant Superintendent of Schools, Vocational and Practical Arts Education, Chicago Public Schools, 228 North LaSalle Street, Chicago, Illinois

Other Personnel: Teachers and counselors

Summary: Purpose: 1) To develop sufficient achievement in the basic skills, particularly reading and arithmetic, to enable the student to have a reasonable chance of success in high school; 2) to develop motivation for learning; 3) to develop simple occupational skills, and to enable those leaving the Center at the end of the compulsory attendance age to become employable.

Population: 7 centers enrolling approximately 1,800 boys and girls. The centers are designed for students in the elementary school who are one or more years overage for grade, who are beyond the normal graduation age, but are still in the elementary school.

Curriculum: Emphasis on the basic tool subjects with special emphasis on the communication skills in which area the pupils show the greatest need.

Program and Methods: The centers are housed in separate facilities planned to accommodate a maximum of 300 pupils with a class-size not to exceed 20. Over-age pupils in each contributing area are given the opportunity to transfer to the center, beginning with those who are oldest and most retarded for grade in school. Guidance and counseling, special counselors, individual help from teachers, many instructional aids, special help in reading, an atmosphere of interest in learning, motivation in terms of a goal within reach. Those unable to develop their basic vocational skills to a degree necessary for success in high school are helped to develop simple occupational skills which will enable them to become employable on leaving school.

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VII

Location: Illinois, Chicago

Title: School-University Programs for the Pre-Service Education of Teachers for the Disadvantaged - (1964-1972)

Supervising Org: Research Council for the Great Cities Program for School Improvement

Sources of Financial Support: U. S. Department of Health, Education, and Welfare grant applied for

Project Director: Frederick Bertolaet, Executive Secretary, Research Council of the Great Cities Program for School Improvement, 228 North LaSalle Street, Chicago, Illinois

Other Personnel: Jerome Sachs, Dean, Chicago Teachers College, North Campus, 5500 North St. Louis Avenue, Chicago, Illinois 60625

Summary: Purpose: To provide ten centers for training teachers to teach in depressed areas and to prove that teachers so trained are better than traditionally trained or experienced teachers; to provide better experience for such teachers.

Population: Some 2500 teachers who can meet the requirements of the universities and want to train to teach in depressed areas.

Curriculum: Socio-psychological dimensions of interpersonal behavior; guiding and directing classroom learning; personal psychological adjustment to the situation.

Program and Methods: Develop special materials in the course of the study; participation in a number of experiments; student teaching; a fifth year of education as an "intern" in a depressed area, under close supervision and with in-service seminars.

Standard Tests: Minnesota Teachers Attitude Inventory or Ryan's Teacher Characteristics Schedule, to test attitude of teachers before entering program, during the program, and while teaching.

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pg. 61

III

Location: Illinois, Chicago

Title: The Chicago Project, District 11 - (September 1960-ongoing)

Supervising Org: Chicago Public Schools

Sources of Financial Support: Ford Foundation (Great Cities Program for School Improvement)

Project Director: Louise Dougherty, Chicago Project: Great Cities Program for School Improvement, Chicago Board of Education, 228 North LaSalle Street, Chicago 1, Illinois

Other Personnel: District Superintendent, Principal, social worker, selected staff.

Summary: Purpose: To motivate students with a past history of failure in the elementary grades to develop their potential as individuals and as cultural participants.

Population: Boys and girls in District 11, 14 years of age or over but still in elementary school. In July, 1961, the program was expanded to include younger pupils and the dropouts from the district. Also involved are parents, community groups, business groups, and agencies of a local and city-wide nature.

Curriculum: Remedial reading, vocational skills, cultural enrichment.

Program and Methods: For the 14-17 year old elementary pupil: special classes at Douglas school; Drake educational and vocational guidance center; 26 special classes in 11 schools for overage pupils in grade 5-8; the urban education social studies core program; a reading clinic established in the school; services of a part-time psychologist, social worker and counselors; after-school classes at Dunbar High School; after-school urban 4-H clubs; monthly club meeting; savings program; after-school reading program. For the 16-21 age program: transition classes from 4:00 to 6:00 p.m. at Dunbar School; placement service by employment counselor; evening vocational high school; cooperative occupational training classes. Extensive parent education and involvement.

Other Comments: Two special aspects of the Chicago Project have been developed this year; one is the counseling practicum, in which experienced teachers enrolled in the graduate program at Chicago Teachers College South have, under supervision, provided individual counseling for some pupils involved in the Project. The second program, undertaken cooperatively with the Cook County Department of Public Aid is developing counseling, training, and further education for boys in foster homes who are school dropouts.

III

Location:	Illinois, Chicago
Title:	Impact Program - (September 1963-ongoing)
Supervising Org:	Chicago Board of Education
Sources of Financial Support:	Chicago Board of Education
Project Director:	Blanche B. Paulson, Director, Bureau of Pupil Personnel Services, 228 North LaSalle Street, Chicago, Illinois
Other Personnel:	District superintendents, principals, selected staff from schools; personnel from the Department of Curriculum, the Bureau of Pupil Personnel Services, and the Bureau of Medical Services, Child Study, and Special Education serve as consultants to the program.

Summary: Purpose: To attack problems of non-attendance and truancy in elementary schools.

Population: School Districts 5, 6, 11, 13, and 14.

Curriculum: A coordination of services by following a series of steps in which the head attendance officer reinforces the home visits of the school attendance officer, and the services of the teacher-nurse, social worker and/or psychologist are utilized fully.

Program and Methods: If, after parental conference, the problem still persists, the case is referred to a district committee under the direction of the district superintendent. Referral may be made for intensive treatment, and a last step may be assignment of the pupil to an Impact room in the local school. Children from 7 to 11 years of age are placed in one class and those whose age range is between 11 and 13 in another.

III

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Location: Illinois, Chicago

Title: The Doolittle Project - (1959-ongoing)

Supervising Org: Chicago Board of Education; The National College of Education

Sources of Financial Support: Wiebolt Foundation; Chicago Board of Education

Project Director: Mrs. Frances S. Burrill, Principal, James R. Doolittle School, 521 East 35th Street, Chicago 16, Illinois

Other Personnel: Regular school staff

Summary: Purpose: To promote the optimum development of each pupil in a disadvantaged community.

Population: Pupils from kindergarten through 6th grade in the Doolittle School, located in District 11, a disadvantaged area of Chicago.

Curriculum: Primarily concerned with the shaping and sharing of values by changing the environmental pattern in which children grow, develop, and learn.

Program and Methods: Cooperative on-the-job action-research by teachers, group dynamics, special consultant services, parent education, and effective use of community resources. Important social values are used as criteria in analyzing attitudes and practices: power, respect, economic security, skill, enlightenment, well-being, rectitude, and affection. The values, which encompass practically all the needs and wants of individuals, are incorporated in the whole complex of inter-personal relationships involving pupils, teachers, school personnel, parents, and community resources.

III

Location: Illinois, Chicago

Title: Howland Elementary School - (1962-ongoing)

Supervising Org: Howland Elementary School

Sources of Financial Support: Regular school budget

Project Director: Joseph Rosen, Principal, Howland Elementary School, 1616 South Spaulding, Chicago, Illinois

Other Personnel: Special consultant teachers and master teachers

Summary: Purpose: To implement changes in the school curriculum in order to maximize learning for the culturally disadvantaged child.

Population: The 2,015 pupils in grades 1-6 at Howland Elementary School; 100% Negro.

Curriculum: General enrichment, improved teaching of all subjects, remedial reading, improved school adjustment for pupils and parents.

Program and Methods: In-service training program for teachers; tutoring and after-school remedial reading programs; trips; revised approaches to traditional subject matter, e.g., interest-charged current-events materials for social studies program; phonetic approach to reading; cultural assembly and library programs to make students aware of new areas; parental involvement through room-mother programs, invited visits, etc.

Standard Test: Botel's Phonics Mastery Test; Silent Reading Diagnostic Test by Bond, Clymer, and Hoyt.

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Location: Illinois, Chicago

Title: Urban Gateways and Fine Arts Program - (1962-ongoing)

Supervising Org: Institute for Cultural Development and the Chicago Community Music Foundation

Sources of Financial Support: Local group, 80%; Public School Board, 20%

Project Director: Raymond L. Jerrems, Principal, Raymond School, 3663 South Wabash, Chicago, Illinois

Other Personnel: Mrs. George Kolar, Mrs. Walter Johnson, Mrs. James Woods, James Bolle, Mrs. Phillip Williams, Christopher Moore; 53 teachers; volunteers

Summary: Purpose: 1) To stimulate the students' interests in intellectual and cultural activities; 2) to enrich curriculum; build relationships between school and broader community.

Population: 1400 boys and girls in Raymond Elementary School, Negro, on Chicago's South Side, an inner-city school. All children in the school are eligible for the cultural program.

Curriculum: General enrichment; art and music.

Program and Methods: Program attempts to make available to the children and their parents the finest cultural offerings which Chicago has to offer. Each month a group of 130 children and 8 teachers attend a minimum of two events; an educational program prepares the children for the event. Musical instruments and lessons are provided to interested children; a children's choir has developed.

Other Comments: We feel that the program has broadened the horizons of the children. Many who had never ventured beyond the confines of the immediate neighborhood are becoming aware of the opportunities for cultural enrichment in our city, and can participate with a degree of self-confidence that they did not formerly have. This was demonstrated by 29 of the children who were invited to live in Northern suburban homes for a week.

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Location: Illinois, Chicago

Title: Higher Horizons Program - (ongoing-permanent)

Supervising Org: Chicago Commons Association; Taylor House

Sources of Financial Support: Social Agency, 100%

Project Director: Brockie Dilworth, Taylor House, 915 North Wolcott, Chicago, Illinois

Other Personnel: Mary Boyden, Peggy Douglass, Linda Krause (full-time teaching staff); plus 30 teachers' aides, 4 social workers, and 20 part-time volunteers.

Summary: Purpose: To complement the social and educational experiences of neighborhood youngsters and adults.

Population: 120 girls and 80 boys from preschool to high school age; 140 Caucasian, 35 Puerto Rican, 10 Negro, 10 Oriental, and 5 Mexican.

Curriculum: Development of reading, writing, language arts, science, high school mathematics, French, and Spanish; with emphasis on cultural enrichment.

Program and Methods: Tutorial projects, teachers aides, after-school and summer school programs, revising of instructional materials, use of audiovisual techniques, programmed instruction, and library projects.

Texts: Make own material or borrow to get large variety. Tutoring class for Polish children: "Mowie i Pisze 5" by Felician Sisters.

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Location: Illinois, Chicago

Title: Children's Scholarship Program at the Hyde Park Art Center - (June 1964-February 1965)

Supervising Org: Hyde Park Art Center

Sources of Financial Support: Foundation

Project Director: Alice S. Baum, Director of Scholarship Program and Instructor of Children's Painting Class, 4858 South Kenwood, Chicago, Illinois

Other Personnel: 5 teachers, 2 teachers' aides, 5 part-time volunteers, and 1 clerical worker

Summary: Purpose: 1) To provide classes in painting and sculpture for children not financially able to have such experiences; 2) to provide these experiences on an interracial level.

Population: 50 boys and 50 girls in grades 2, 3, and 4; 85% Negro, 15% Caucasian; selected by area, by an interest in art, through interviews by phone, and referrals by public school teachers.

Curriculum: General enrichment; classes in painting, drawing, printmaking, sculpture, and ceramics.

Program and Methods: A Saturday and summer-school program.

Other Comments: It was felt that the project was a success and a request has been made to the Foundation for funds to continue the program.

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V

Location: Illinois, Chicago

Title: The South Shore Cultural Center - (1964-ongoing)

Supervising Org: South Shore Y.M.C.A.

Sources of Financial Support: ?

Project Director: Executive Director, South Shore Cultural Center, South Shore Y.M.C.A., 2204-2210 East 73rd Street, Chicago.

Other Personnel: Staff includes Center Director; activities, dance and art directors; preschool program director; and a teacher for the preschool program; group leaders also used.

Summary: Purpose: To deal with the assimilation of the juvenile portion of the newcomer population into the established activities, conduct patterns, and values of the resident population of an integrated neighborhood.

Population: All children in the South Shore community.

Curriculum: General enrichment, language arts, art, and music

Program and Methods: Tutorial projects, after-school and summer school programs, community conferences, preschool program; church and PTA activity aimed at stabilization of an integrated community; cultural center with instruction and workshops in theater, dance, paperback book shop, evening coffee mixers, etc.

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Location: Illinois, Chicago

Title: Wicker Park Study Center - (October 1962-ongoing)

Supervising Org: Wicker Park Study Center

Sources of Financial Support: Board of American Missions of the Lutheran Church in America, 95%; personal donations, 5%

Project Director: B. Barton Gallegos, 1524 South Grove, Berwyn, Illinois

Other Personnel: Marcie Twidwell, Program Coordinator; Reverend Malcolm D. Shutters, Advisor; 4 teachers, and 45 part-time volunteers.

Summary: Purpose: To assist the Wicker Park Community in helping its boys and girls develop into more effective members of American society; to augment enrichment of the educational backgrounds by providing a planned program of competent tutorial service.

Population: 45 boys and 30 girls from the primary grades through high school. Most of the children are Puerto Rican.

Curriculum: All subjects, along with homework assistance.

Program and Methods: One-to-one tutoring, study centers, pupil counseling and guidance, library projects.

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Location: Illinois, Chicago

Title: Children's Center: Kenwood United Church of Christ - (June 1961-ongoing)

Supervising Org: Nominally supported by Kenwood United Church of Christ, 4608 South Greenwood, Chicago

Sources of Financial Support Donations

Project Director: Sue Duncan, 5551 Kimbark Avenue, Chicago, Illinois

Other Personnel: Mary King, 1124 East 46th Street, Chicago, Illinois; Celia Chorosh, 4608 South Greenwood, Chicago, Illinois; 3 full-time teachers, 2 group workers, and 40 part-time volunteers (2 or 3 during each day, 10 in summer).

Summary: Purpose: To provide emotional and educational support for the culturally disadvantaged Negro child; mainly of families supported by ADC in South Chicago Negro ghetto.

Population: 85 children, ages 2 to 14, all Negro

Curriculum: General enrichment, reading, writing, language arts, and art.

Program and Methods: Tutorial projects, team teaching; after-school, Saturday, and summer-school programs; visits to community places of interest, visits to homes and pupil counseling; revising instructional materials; health care; summer trips to Caucasian and Negro families in Montana, Indiana, and Massachusetts.

Texts: Bloomfield and Barnhart. Let's Read. Detroit, Michigan: Wayne State University Press, 1961. Stories written by the children are printed on large cardboards and used as texts.

Available Publications: Mimeographed material available.

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Location: Illinois, Chicago

Title: Study Group - (September 1964-June 1965)

Supervising Org: Northwestern University Settlement

Sources of Financial Support: Social Agency

Project Director: Michael M. Rachwalski, Executive Director, Northwestern University Settlement, 1400 Augusta Boulevard, Chicago, Illinois 60622.

Other Personnel: 2 teachers, 1 teacher's aide, 1 social worker, 1 full-time and 3 part-time volunteers.

Summary: Purpose: A classroom program for the incipient school dropout, to help with homework and furnish necessary research books not available in low income homes.

Population: 60 boys and 52 girls of elementary and high school age; Caucasian, Mexican, Negro, and Puerto Rican.

Curriculum: Instruction in reading; writing, mathematics, and science.

Program and Methods: Team teaching, study centers, after-school and summer school programs, visits to community places, parent and pupil counseling, visits to homes, use of audiovisual techniques.

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III

Location: Illinois, Chicago

Title: Compensatory Educatinn for the Emotionally Disturbed and Institutionalized Boy Through the Use of Volunteer Tutors - (February 1, 1964-December 15, 1964)

Supervising Org: Randall House

Sources of Financial Support: Social Agency

Project Director: Edyth Barry, Associate Professor, Department of Social Studies, Southeast Junior College, 8600 South Anthony, Chicago, Illinois

Other Personnel: Conrad Steinhoff, Director, Randall House; 1 teacher, 1 social worker, and 14 part-time volunteers from Southeast Junior College.

Summary: Purpose: Compensatory education for emotionally disturbed and institutionalized boys in order to stimulate motivation to learn and achievement of the proper grade level.

Population: 14 boys in elementary grades who are one to four years behind in school work; 45% Caucasian, 45% Negro, 10% Oriental, and other. All have records of low grades and emotional problems; are referred by teachers and staff to Randall House.

Curriculum: General enrichment; all subjects as needed.

Program and Methods: Reports and conferences were the principal techniques used in reporting by the volunteers who worked indiviually with the boys. Program includes school work, special projects, and culturally-enriching outing, an hour weekly, for 5 to 9 sessions each semester. Project closely supervised at Randall House by the group worker.

Other Comments: Population varies according to school semester, i.e., October-December, 1964.

Texts Used: Janowitz, Gale, "After School Study Centers, Volunteer Work in Remedial Reading;" 1963, Chicago Center for Social Organization Studies, University of Chicago.

V-A

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Location: Illinois, Chicago

Title: Basic Tutoring - (October 1963-ongoing)

Supervising Org: Clarence Darrow Community Center

Sources of Financial Support: Volunteer project

Project Director: Donald A. Pelegrino, Clarence Darrow Community Center
4340 South Lamon Avenue, Chicago, Illinois 60638

Other Personnel: 5 part-time volunteer tutors

Summary: Purpose: To help low-achieving students overcome their weakness in specific subjects; to develop better study and reading habits.

Population: 6 boys and 18 girls, 21 Negro and 3 Caucasian, from primary grades through 1st year college, referred to tutors by local schools and/or parents.

Curriculum: Tutoring help in subjects needed.

Program and Methods: The tutees, their teachers, and parents are interviewed before actual tutoring program begins; home visits; individual pupil counseling; library projects; special workbooks used in reading; and educational games used in reading and math.

Other Comments: Much of the material is new and/or experimental such as: "Fractions are Fun" games and "Game of the States."

Texts Used: Practice for High Roads. Houghton Mifflin Co.; T.MI - Grolier Self Tutoring Course For Machine-In Elementary Arithmetic, Spelling Rules; Ginn Basic Readers, 6th and 7th grades; Scott Foresman Readers, 6th and 7th grades.

V-A omitted

Location: Illinois, Chicago

Title: Bethlehem Church Tutoring Project - (1962-ongoing)

Supervising Org: Bethlehem Church, Pilsen Neighbors Tutoring Program

Sources of Financial Support: Community Funds; members and tutors contribute time

Project Director: Reverend Keith Torney, Bethlehem Church, 1925 South Loomis, Chicago, Illinois 60608

Other Personnel: Reverend Henry Murray, Bethlehem Church; Henry Linnbury; about 150 part-time volunteers.

Summary: Purpose: 1) To supplement public school teaching; 2) to introduce new materials and curriculum to children; 3) to provide homework help; 4) to give child a more positive feeling toward education; 5) to attempt to reshape suburban volunteer tutors' and tutees' values and attitudes towards each other.

Population: 35 boys and 40 girls from kindergarten through grade 8; 40% Southern White, Bohemian, Polish, 60% Mexican, Puerto Rican, etc.

Curriculum: General enrichment, instruction in reading, writing, language arts, math and science; open to all who live in neighborhood and referrals by other churches and schools.

Program and Methods: Tutoring, visits to community places, counseling and guidance of pupils. Church runs full club program and most of those children participate in tutoring.

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V-A

Location: Illinois, Chicago

Title: Mary McDowell Tutoring Center (October 1-June 30-ongoing)
Mary McDowell Reading Center (October 1-June 30-ongoing)
Mary McDowell Summer School (June 26-September 3-ongoing)

Supervising Org: Mary McDowell Settlement, 4630 South McDowell, Chicago, Illinois

Sources of Financial Support: Social Agency; Auxiliary or other local groups, 10%

Project Director: Alonzo Freebairn, Program Director of Tutoring Center, Mary McDowell Settlement, 4630 South McDowell, Chicago, Illinois; Jesse Garcia, Assistant Program Director of Reading Center; and Alonzo Freebairn, Program Director of Summer School

Other Personnel: 7 summer school teachers, 5 during year, 1 specialized teacher

Summary: Purpose: Demonstration - To assist teachers having language communication problems with students coming from backgrounds where a foreign language was spoken in the home, and to assist with children having very little orientation to school and learning. Also to act in capacity of social worker in relationship to parents.

Population: 203 children in primary grades, 117 in elementary grades, and 15 in high school; 125 Caucasian, 109 Mexican.

Curriculum: Instruction in reading; language arts, and mathematics

Program and Methods: Tutorial projects, teachers' aides, special teacher selection, after-school and summer school programs, pupil counseling, improved student-teacher ratio, programmed instruction.

Texts: Science Research Associates. Reading Laboratory (all editions). Chicago: Science Research Associates; Johnson, Eleanor. Diagnostic Reading Series. Columbus, Ohio: Charles E. Merrill; Lennes, N.J. and Traver, L.R. Essential Drills and Practice in Arithmetic. River Forest, Illinois: Laidlaw Brothers; Johnson, Eleanor. My Progress Book in Arithmetic series. Columbus, Ohio: Charles E. Merrill; Ferris, Florence and Keener, Edward. Essentials of Every Day English series. River Forest, Illinois: Laidlaw Brothers.

101

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V-B

Location: Illinois, Chicago

Title: Henry Booth House Tutoring Program - (September 1964-May 1965-ongoing)

Supervising Org: Henry Booth House

Sources of Financial Support: Volunteer Program

Project Director: C. Visweswaran, Program Coordinator, Henry Booth House, 2328 South Dearborn, Chicago, Illinois

Other Personnel: 50 part-time tutors, 1 social worker

Summary: Purpose: 1) To provide, through means of one-to-one relationship, stimulus for learning; 2) to prevent school dropouts.

Population: 65 boys and 35 girls from primary grades through high school; 100% Negro, all potential dropouts, referred by teachers or outside sources.

Curriculum: General enrichment, instruction in reading; writing, mathematics, and science.

Program and Methods: After-school study centers with improved student-teacher ratio, and library projects.

V-B

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#23

Location: Illinois, Chicago

Title: After-School Study Centers: Experimental Materials and Clinical Research. A Developmental Activities Program - (September 1962-ongoing)

Supervising Org: Metropolitan Studies Center, Illinois Institute of Technology

Sources of Financial Support: Hyde Park Neighborhood Club

Project Director: Gayle Janowitz, Illinois Institute of Technology, 3300 South Federal Street, Chicago, Illinois

Other Personnel: Volunteers

Summary: Purpose: Develop program for the three existing and one potential study centers in Hyde Park; an opportunity for clinical research on reading, training of volunteers for such work, and development of materials.

Population: Staff and students at these study centers.

Curriculum: Remedial reading, remedial arithmetic, language arts; also teaching tutoring to the tutors.

Program and Methods: Individual tutorials, recording of some of these sessions, analysis of case records, periodic testing of students to evaluate progress.

Other

omitted

V-B

Location: Illinois, Chicago

Title: Oakland Study Center (Spring, 1963-permanent)

Supervising Org: Parents from Oakland Community

Sources of Financial Support: Foundation. ...

Project Director: Mrs. Hattie Williams, Director and President, Southeast Council, Illinois Congress of Parents and Teachers, 4064 Lake Park, Chicago, Illinois 60653

Other Personnel: Miss Ann Cook, SWAP Director; 2 remedial reading teachers, and 32 volunteer tutors

Summary: Purpose: To motivate children to learn and to give individual help that is lacking in crowded classrooms.

Population: 29 boys and 91 girls from preschool through 8th grade; 100% Negro; selected, because of low grades, from 4 elementary grades.

Curriculum: Remedial help in reading, writing, math; help with homework; some art and music.

Program and Methods: A study center at 936 East 41st Street with tutorial help after school and during summer. Includes programmed instruction, library projects, professional and community conferences.

Other Comments: Plans for further activities include a testing program, remedial work in both math and reading, and adult classes in reading and math.

104 ㉓

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VIII

Location: Illinois, Chicago

Title: After-School Study Centers: Experimental Materials and Clinical Research. A Developmental Activities Program - (October 1964-October 1967)

Supervising Org: Metropolitan Studies Center, Illinois Institute of Technology

Sources of Financial Support: U. S. Office of Education

Project Director: Mrs. Gayle Janowitz, Illinois Institute of Technology, 3300 South Federal Street, Chicago, Illinois

Other Personnel: Dolores Long, Project Coordinator; 1 coordinator at each Study Center; Dean Hans Mauksch, Dean of Liberal Arts, Illinois Institute of Technology; graduate students; 100 part-time volunteers

Summary: Purpose: 1) Research on the problems of organizing, staffing, and supervising volunteer after-school study centers; 2) preparation of materials for training supervisory and volunteer personnel of these centers; 3) research reports on the problems of tutoring youngsters in reading and arithmetic; and 4) evaluation of the experiences and effectiveness of such centers.

Population: Approximately 200 boys and girls, 1 through 8th grade, 90% Negro.

Curriculum: Remedial reading, remedial arithmetic, language arts; instruction to the tutors in tutoring.

Program and Methods: Individual tutorials, recording of some of these sessions, analysis of case records, periodic testing of students to evaluate progress.

Available Publications: Janowitz, Gayle. After-School Study Centers. 1963. (Pamphlet.); Janowitz, Gayle. Selected Case Material.

VIII

not omitted

Location: Illinois, Chicago

Title: Development of Urban Concept Community Scale for Young Children - (November 1964-ongoing)

Supervising Org: Urban Child Center, University of Chicago

Sources of Financial Support: Foundation, 100%

Project Director: Dr. William Fowler, Assistant Director, Urban Child Center, University of Chicago, 5801 South Kenwood, Chicago, Illinois 60637

Other Personnel: 1 clinical psychologist

Summary: Purpose: Pilot study for the preliminary development of preschool scale of conceptual complexity on concepts of the urban community.

Population: Day care centers and individual families; nursery schools, ages 2-5; 75% Negro, 25% Caucasian; methods for diagnosis and identification include interviews and, later, IQ and other cognitive test scores.

Curriculum: Development of an urban concept community scale for preschoolers. Preliminary model includes: object identification, structural-functional components and relationships, ecology, classification of objects, and binary or multiple classification systems.

Program and Methods: Test development; eventually control and standardization groups will be used.

Standard Tests: Guttman type scaling.

106 (24)

II

Location: Illinois, Chicago

Title: Pre-school Education Project at Firman House - (1964-1969)

Supervising Org: Firman House; Cooperating Institutions: The Chicago Public Schools, University of Chicago, Chicago Housing Authority, Board of Health, and Cook County Department of Public Assistance.

Project Director: Dorothy Jones, Firman House, 37 West 47th Street, Chicago, Illinois

Other Personnel: Head teachers, teachers, teachers' aides, parents (as aides), social workers

Summary: Purpose: To raise the educational level of preschool children from a housing development so they can make better use of the public schools.

Population: 425 three and four-year olds from the Robert Taylor Homes in the Beethoven School District, mostly Negro.

Curriculum: General Enrichment of cultural and sensory experiences; verbal, auditory, and visual discrimination skills; memory.

Program and Methods: Team teaching (1 head teacher, a teacher, an aide and two parents for each group of 25 children); special workshops and training for teachers; visits to community places of interest; parental guidance, including set of instructions for parents of what to do in the home to help the children in school (display their paintings, etc.); open end discussion groups; intercultural exchange meetings with children of other ethnic groups.

Other Comments: All children with this preschool experience will enter Beethoven School, thus enabling the educational level of a whole class to be raised.

II

? omitted research ?

Location: Illinois, Chicago

Title: Reading Readiness for Educationally Deprived Children - (1962-present)

Supervising Org: University of Chicago

Sources of Financial Support: Research Grants Branch, Division of Research, Welfare Administration, with the cooperation of the Social Security Administration

Project Director: Dr. Fred L. Strodtbeck, Social Psychology Laboratory, 5555 South Ellis, Chicago 37, Illinois

Other Personnel: 1 psychologist, 2 teachers, 1 coordinator and statistician, 2 undergraduate assistants

Summary: Purpose: Preschool education for underprivileged children, especially for reading readiness. Research concerning the abilities and behavior of the children, their child-rearing antecedents, and progress made during the nursery school period.

Population: Ten to twelve 4-year-olds, chosen at random from families with such preschool children, on ADC relief.

Curriculum: General enrichment, social adjustment

Program and Methods: Educational experiences with special emphasis on sensory experience and verbal communication and expression. The nursery is conducted in a warm, flexible, relaxed manner designed to develop a friendly teacher-child relationship and give the child a feeling of enjoyment and success in school.

Standard Tests: Stanford-Binet, Peabody Picture Vocabulary Test, Goodenough Draw-a-Man.

108

omitted research (25)

6

III-A

Location: Illinois, Chicago

Title: Neurological Training as a Pre-Reading Readiness Measure - (June 24, 1964-July 31, 1964)

Supervising Org: Holy Angels Day Nursery; Archdiocesan Reading Service

Sources of Financial Support: Archdiocesas Reading Service

Project Director: Sister M. Viola, O.S.B., Saint Geeorge Convent, 3908 South Wentworth, Chicago, Illinois

Other Personnel: Sister M. Helen, P.H.J.C.; Sister Ann Stephen, C.S.J.; Sister Charles Marie, S.S.M.D.; 4 teachers, 6 teachers' aides; 4 reading consultants, and 3 full-time volunteers.

Summary: Purpose: To discover whether kindergarten children participating in a program of neurological training would show a greater improvement in the skills basic to reading readiness than children who received no specific neurological training.

Population: In June there were 25 boys and 29 girls; in August 23 boys and 20 girls. All had just completed one year of kindergarten and all were Negro.

Curriculum: Pre-reading; one story read to both groups for purposes of listening training, both groups participated in coloring and play activities. The program of the experimental group differed from that of the control group in that it also included the following exercises: cross-pattern creeping, cross-pattern walking, resting in a specified sleep-pattern.

Program and Methods: A summer school research program using teachers' aides; neurological testing and training; meetings with parents in which the complete program was explained to the participating group.

Standard Tests Used: Neurological tests and the Harrison-Stroud Reading Readiness Test.

Texts Used: Delacato, C. H. The Diagnosis and Treatment of Speech and Reading Problems, 1963

109 omitted research ㉖

VIII

Location: Illinois, Chicago

Title: Language and Problem-Solving Learning in Infancy - (January 1964-indefinite)

Supervising Org: Urban Child Center, University of Chicago

Sources of Financial Support: Foundation, 100%

Project Director: Dr. William Fowler, Assistant Director, Urban Child Center, University of Chicago, 5801 South Kenwood, Chicago, Illinois 60637

Other Personnel: 1 testing psychologist

Summary: Purpose: Exploratory research on development of teaching methods and materials in infancy: 1) language and concept development, 2) discrimination-problem-solving concept formation processes.

Population: Infant placement institutions, homes and pediatric clinics, with children selected through interviews and by family characteristics; 50% Negro, 50% Caucasian.

Curriculum: Language-concept development; graded problem-solving tasks in manipulative discrimination concept development activities.

Program and Methods: Visits to home of pupils; programmed instruction.

Other Comments: Project just beginning. Success will be evaluated by Guttman type scaling.

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VIII

omitted research

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Location: Illinois, Chicago

Title: Experimental Project for Culturally Deprived Preschool Children - (August, 1964-ongoing)

Supervising Org: Urban Child Center, University of Chicago

Sources of Financial Support: Foundation, 100%

Project Director: Dr. Robert D. Hess, Director, Urban Child Center, University of Chicago, 5801 South Kenwood, Chicago, Illinois 60637

Other Personnel: Dr. William Fowler, Assistant Director, Urban Child Center; 2 teachers, 1 testing psychologist, and 20 mothers.

Summary: Purpose: A pilot study to explore the practical problems of organizing and working with a group of deprived, Negro working-class children and their parents, in a semi-cooperative nursery school setting.

Population: 10 working-class Negro subjects drawn from project of Dr. Hess, "Cognitive Environment of Urban Preschool Children," and 10 middle-class Caucasian children recruited through University Laboratory Nursery School waiting list; ages 3 and 4.

Curriculum: General enrichment; pilot work on concept formation stimulation, on concepts from urban milieu.

Program and Methods: Use of teachers; guides; special teacher selection and training; parental counseling and guidance; classroom reorganization; improved student-teacher ratio; rewriting or revising of instructional materials; programmed instruction.

Other Comments: A report and evaluation of project are in preparation.

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VIII

Location: Illinois, Chicago

Title: Identification of Instruments to Measure Selected Factors Related to Success in Beginning Reading of Children of Different Socio-Economic Strata - (September 1964-October 31, 1965)

Supervising Org: Graduate School of Education, University of Chicago

Sources of Financial Support: Federal Office of Education

Project Director: H. Alan Robinson, Assistant Professor of Education, University of Chicago, Chicago, Illinois 60637

Other Personnel: 1 research assistant and 20 teachers giving limited help with group tests.

Summary: Purpose: Research in comparison of the culturally disadvantaged child with children of different socio-economic strata.

Population: 500 boys and girls from kindergarten through 3rd grade, about one-half culturally disadvantaged; 59% Caucasian, 40% Negro, and 1% Oriental.

Curriculum: Refining of instruments and techniques that measure selected perceptual factors which could influence success in the beginning reading of children of different socio-economic strata in kindergarten, and to develop and refine such instruments and techniques for similar groups in grades one through three.

Programs and Methods: An exploratory project not yet completed. Includes investigation of auditory and visual factors and concept development in disadvantaged, average, and advantaged students.

Standard Tests: Metropolitan Readiness Tests, Metropolitan Reading Tests, Wepman Auditory Discrimination Test, Columbia Test of Mental Maturity, Kuhlmann-Anderson Test of Intelligence, Audiometer, Ortho-Rater, Goodenough Draw-A- Man Scale.

no?

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omitted research

VIII

Location: Illinois, Chicago

Title: The Identification and Measurement of Environmental Process Variables Related to Intelligence - (1964-65)

Supervising Org: University of Chicago, Department of Education

Sources of Financial Support: National Science Foundation grant to cover cost of data processing only.

Project Director: Richard Wolf, Department of Education, University of Chicago, Chicago, Illinois - 60637

Summary: Purpose: To study the relationship between environmental process variables (press for achievement motivation, the press for language development, the provision for general learning) and measured general intelligence, and the proposed hypothesis that the above correlation will be greater than that between social class and intelligence.

Population: 60 fifth-grade students from a single school system with varying home backgrounds.

Program and Methods: Data gathering, analysis

Standard Tests: Henmon-Nelson Test of Mental Ability

Available Publications: "The Measurement of Environments." Paper delivered at the Educational Testing Service Invitational Conference on Testing Problems, October 20, 1964, in New York City. To be published in Proceedings of Invitational Conference on Testing Problems. Princeton: Educational Testing Service, early 1965.

(28)

VI-A

This & next page are the same project - different branches. omitted non-school

Location: Illinois, Chicago

Title: Guidance in Education and Employment Project - (1963-ongoing)

Supervising Org: Henry Horner-Chicago Boys Club

Sources of Financial Support: Social Agency

Project Director: McClure McCombs, Coordinator, GEEP, Henry Horner-Chicago Boys Club, 1832 West Washington, Chicago 60612

Other Personnel: Lincoln A. Blakeney, Club Director, Henry Horner-Chicago Boys Club; 2 teachers, 10 teachers' aides, 1 specialized teacher

Summary: Purpose: 1) To assist and motivate boys in completing their school and/or vocational education; 2) to assist those who have already dropped out to return to school or some vocational training; 3) to help in finding them part-time or full-time employment.

Population: 50 boys and 25 girls, all Negro, from 5th grade through high school.

Curriculum: General enrichment, reading, writing, language arts, mathematics, science, speech (especially where a handicap to participant).

Program and Methods: Program has its own educational center located at 1847 West Lake in Chicago, with an after-school program, conducting study hours, discussion groups, and counseling of pupils and parents.

114.
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(29)
non-school

VIII

Location: Illinois, Chicago

Title: Guidance, Education and Employment Project of the Chicago Boys Club - (January 1962-ongoing)

Supervising Org: Chicago Boys Club

Sources of Financial Support: Foundation, 100%

Project Director: Cyrus Sadri, Director G.E.E.P., The Robert R. McCormick Chicago Boys Club, 4835 North Sheridan Road, Chicago, Illinois 60640

Other Personnel: Gary Askam, Special Services Coordinator; 2 teachers plus 20 volunteers, 2 social group workers, 2 analysts for testing program, and 20 part-time volunteers.

Summary: Purpose: A pilot study and demonstration - To reduce the number of Boys Club members who are dropping out of school by motivating them to remain in school. Project deals with actual and potential school dropouts.

Population: Age range of children is from primary grades to pre-college; 81% Caucasian, 10% Puerto Rican, 5% Oriental, 3% Mexican, and 1% Negro.

Curriculum: General cultural enrichment, reading, writing, language arts, math, science; geared toward intensive work with boys having serious social and school problems, and directs the boys to resources in and outside the Boys Club which will best meet the needs of their given situation.

Program and Methods: Individual counseling, special tutoring; sponsorship by businessmen; case workshop sessions; skills test; scholarships and aids; employment program.

Standard Tests Used: Activity Vector Analysis, Measurement of Skills by Walter V. Clark and Associates.

for parents

~~VIII~~

Location: Illinois, Chicago

Title: Parents School Readiness Program: An Action Program for Parents - (June 1963-1969)

Supervising Org: Firman House, 37 West 47th Street, Chicago, Illinois; The Robert Taylor Homes

Sources of Financial Support. Staffed wholly by volunteers

Project Director: William J. Neal, Executive Director, Firman House

Other Personnel: Bailey Bishop, 7206 Paxton Avenue (teacher); 10 teachers, 6 teachers' aides, 1 special teacher, and 1 coordinator; Dr. Robert D. Hess, Consultant, University of Chicago

Summary: Purpose: A pilot study for the purposes of compensatory education - To make preschool parents aware of their role in the learning situation, to prepare them to fulfill this role, and to encourage these parents to help other parents similarly.

Population: About 140 parents; all Negro

Curriculum: General enrichment, readiness in reading, language arts, and math.

Program and Methods: Tutorial projects, teachers' aides, special teacher training; visits to homes of parents. All work is done at present with parents and preschool teachers.

Other Comments: Some of the parents are assisting in the preschool.

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VI-A

Location: Illinois, Chicago - Nine Training Sites

Title: JOBS II (Job Opportunities through Better Skills) - (September 1, 1964-September 1, 1965)

Supervising Org: Chicago Boys Clubs, Chicago Youth Centers, and Young Men's Christian Association

Sources of Financial Support: U.S. Department of Labor through the Office of Manpower, Automation and Training; the U.S. Department of Health, Education, and Welfare through the Illinois Board of Vocational Education and Rehabilitation; training allowances from the Bureau of Employment Security through the Illinois State Employment Service.

Project Director: Fred W. Bezanson, 75 East Wacker Drive, Chicago, Illinois 60601

Other Personnel: Administrative Policy Committee: Joseph Clemens, Director, Chicago Boys Clubs; Russell Hogrefe, Director, Chicago Youth Centers; John Root, General Secretary, YMCA of Metropolitan Chicago; the staff includes: 70 teachers and vocational instructors, 74 group workers, 9 caseworkers, 7 employment coordinators, 4 on-the-job training specialists; administrative and clerical personnel.

Summary: Purpose: The second demonstration is designed to transform 1700 unemployed (and presently unemployable) youth of Chicago into productive, working young men and women through a work-oriented education program combined with attitudinal and motivational influences and supports, some job skill experience, individual counseling, and placement assistance into full-time employment or on-the-job training

Population: The initial fall registration (October 1964) enrolled 1117 youth, ages 17-21, 639 male and 478 female, 90+ Negro.

Curriculum: General enrichment and instruction; small group discussions to explore behavior and values of youths.

Program and Methods: Tutoring, teachers' aides, visits to community places, pupil counseling, and guidance; attempting several approaches to literacy--oral, traditional, game and problem-solving, reading, programmed, etc.

Texts: Rochester Occupational Reading. Science Research Associates; Readers' Digest; "Words in Color"; Educational Developmental Labs visual aids; staff developed materials.

Standard Tests: None as screening instruments. Revised Beta, Stanford-Binet, Wonderlic (practice for job interviews).

Available Publications: Periodic status reports, proposal to the U.S. Department of Labor, teacher aids, media reprints.

no ?

VI-A

Location: Illinois, Chicago

Title: Tutoring Project for Mothers - (October 1963-ongoing)

Supervising Org: None

Sources of Financial Support: None

Project Director: Mrs. J. Michael Porteus, 1163 East 54th Place, Chicago, Illinois 60615

Other Personnel: 43 graduate students and faculty wives teaching on a one-to-one basis

Summary: Purpose: To tutor ADC mothers so that they may learn and help their preschool children towards increased school readiness.

Population: ADC mothers living in Woodlawn who expressed a desire to learn and joined the group.

Curriculum: Reading, writing, arithmetic. Possible expansion, in the spring, to include home economics classes.

Program and Methods: Individual tutoring; organized program of child care.

Texts: Picture Phonic Cards. Kinworthy Educational Series. Buffalo, New York; Dolch, E. Picture Words. Garrard Publishing Co.; Dolch, E. Popper Words. Garrard Publishing Co.; Dolch, E. Popper Words, Set 2. Garrard Publishing Co.; Gorman, W. E. Step by Step to Better Reading. Chicago: DePaul University; Teachers Manual. (Typewritten.); Reading Exercises. (Dittoed.); Laubach, F. Charts and Stories. Syracuse, New York: New Readers Press; Laubach, F. Teacher's Guide for Charts and Stories. Syracuse, New York: New Readers Press; Writing Book for Charts and Stories. Chicago: McGraw-Hill; Streamlined English. Chicago: McGraw-Hill; Lessons Plans for Streamlined English. Chicago: McGraw-Hill; Kirk, J., and Freeman, F. N. Functional Handwriting. Columbus: Zane-Bloser Co.

Standard Tests: Tests used during the previous year (experimentally): Gates and Metropolitan.

VI-C

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Private tutoring

Location: Illinois, Chicago

Title: International Catholic Auxiliaries Inner-City Program - (1964-ongoing)

Supervising Org: International Catholic Auxiliaries

Sources of Financial Support: International Catholic Auxiliaries

Project Director: Arletta Hartmann, 1734 Asbury, Evanston, Illinois

Other Personnel: 10 teachers for Adult Equivalency Program, 5 tutors for Inner-City Program (St. Philip Benizi Parish), 12 teachers for grade-school tutoring program.

Summary: Purpose: 1) Adult Equivalency Program is to prepare adults to pass their high school equivalency examinations in English, reading and comprehension, math, science, social studies, and the Constitution. Tutors are provided for those who need extra help; 2) Tutorial program given by high school girls is for general assistance for second and third graders, especially in reading and spelling.

Population: 25 adults registered; approximately 50 children weekly.

Curriculum: Adults: English, math, social studies, science. Children: reading and spelling.

Program and Methods: Normal classroom procedure, approximately five students per teacher for the adults. Tutoring for children.

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VII

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Location: Illinois, Chicago

Title: Mundelein College Work-Scholarship Program - (June 22, 1964-August 31, 1964)

Supervising Org: Mundelein College and Chicago Boys' Club

Sources of Financial Support: W. Clement and Jessie V. Stone Foundation, 100%

Project Director: Sister Mary St. George, B.V.M., Acting Chairman, Department of Education, Mundelein College, 6363 Sheridan Road, Chicago 60626

Other Personnel: William Conrad, Director of Camps, Chicago Boys Club, 304 Randolph, Chicago, Illinois

Summary: Purpose: To develop a comprehensive program for the education of teachers to serve in the inner-city schools.

Population: 50 Mundelein students participating in an ongoing summer program of 14 cooperating agencies.

Curriculum: Summer employment for college students in inner-city areas.

Program and Methods: Through their employment in depressed areas of the city, it was hoped that college students, many prospective teachers, would experience personally the impact of culture conflict, social discrimination, etc. Hopefully, this summer program will serve as a foundation for future field experience supervised by the college and cooperating agencies.

Available Publications: Mundelein College. The Work-Scholarship Program. (mimeographed)

7 VII

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Location:	Illinois, Decatur
Title:	Tutoring Project - (October 1964-June 1965)
Supervising Org:	Decatur Public Schools
Sources of Financial Support:	Public School Board, 100%
Project Director:	Dr. Oren McClure, Milliken University, Decatur, Illinois
Other Personnel:	15 teachers and 15 students at Milliken University

Summary: Purpose: Teacher training and compensatory education for disadvantaged children through individual tutoring.

Population: One public elementary school with students referred to tutors because of low grades, emotional problems; 90% Negro.

Curriculum: General cultural and sensory enrichment, instruction in reading; language arts, and math.

Program and Methods: Tutoring project; pupil counseling and guidance, and an improved student-teacher ratio.

Texts: Regular school texts and supplementary material.

III   for CHUALAR see Berkeley, California

121 L

Location: Ohio, Cincinnati

Title: Extensive Reading Improvement - (January 1965)

Supervising Org: Cincinnati Public Schools

Sources of Financial Support: Cincinnati Public Schools

Project Director: James N. Jacobs, Director, Program Development, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati, Ohio 45206

Other Personnel: Remedial reading teacher, teacher-librarian, classroom teacher

Summary: Purpose: Early identification of children handicapped in reading and intensive help to enable them to meet with success in reading as well as other areas of the curriculum, and reduce retardation after grade 3 and eventual dropout.

Population: Those children at Evanston Elementary School identified as needing special help in reading.

Curriculum: Remedial reading with individuals or small groups.

Program and Methods: A variety of approaches and materials to bring meaning to the printed page and develop the necessary skills for success in early reading. A regular classroom teacher will be employed to reduce class-size if needed and if housing permits; revision of time allotments and school organization will be explored; additional supplementary books, supplies, equipment, and field trips for cultural enrichment will be provided.

Texts: Those used city-wide--Ginn & Co. and Scott-Foresman. Many supplementary texts included.

V.-B

Location: Ohio, Cincinnati

Title: Tutorial and Study Centers in Selected Elementary and Secondary Schools in Cincinnati - (February 1965)

Supervising Org.: Cincinnati Public Schools

Sources of Financial Support: Economic Opportunity Act

Project Director: James N. Jacobs, Director, Program Development, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati 45206

Other Personnel: Co-ordinators, Tutorial Center Supervisors, Volunteer Tutors, Tutor-Aids

Summary: Purpose: A proposed plan to take account of two services believed to have a strong effect on educational achievement and adjustment; tutoring and the provision of adequate space and instructional materials for independent study.

Population: There are 26 elementary schools where centers are located and 6 junior high schools which have been designated as community centers. The classroom teacher and the principal will be responsible for identifying pupils in need of tutoring.

Curriculum: Study and remedial help stressing importance of one-to-one relation of pupil to tutor and the availability of a pleasant, quiet place to study where resource materials are accessible.

Program and Methods: Center will operate Monday through Thursday. The hours are from 3:30 - 5:00 p.m. at the elementary level and 6:30 - 8:30 p.m. at the junior high community centers.

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Location: Ohio, Cincinnati

Title: Enrichment for Able Pupils - (September 1965)

Supervising Org: Cincinnati Public Schools

Sources of Financial Support: Cincinnati Public Schools; Economic Opportunity Act

Project Director: James N. Jacobs, Director, Program Development, Cincinnati Public Schools, 608 East McMillan Street

Other Personnel: Resource teachers, 6 regular teachers, volunteer help

Summary: Purpose: To cultivate individual needs and abilities, as well as the spirit of inquiry, among deprived pupils most likely to benefit from enriched experience.

Population: Pupils selected by high ability from 8 elementary schools.

Curriculum: General enrichment, with emphasis on the cultivation of individual needs, abilities, and interests.

Program and Methods: A Saturday program staffed by 6 teachers and volunteers; an in-school program in which children have the opportunity to work with a resource teacher in areas of interest within the school day. In latter program, one itinerant teacher will be hired to serve four schools.

124 L taken care of under total listing

II

Location:	Ohio, Cincinnati
Title:	Council Pre-kindergarten (1962-ongoing)
Supervising Org:	Psychological Services Division of Cincinnati Public Schools
Sources of Financial.	Cincinnati Section of the National Council of Jewish Women, 100%
Project Director:	Dr. Stella Whiteside, Cincinnati Public Schools, Psychological Services Division, 2315 Iowa Avenue, Cincinnati
Other Personnel:	1 regular teacher, 1 testing psychologist, 1 social worker, 2 volunteers

Summary: Purpose: 1) To see if children from educationally disadvantaged homes achieve on a higher level in public school after having a preschool year than a comparable group who have not had the preschool year; 2) To stimulate children with an enriched nursery school year.

Population: 8 boys and 6 girls, Negros, 4 years of age

Curriculum: Cultural and sensory enrichment.

Program and Methods: Full nursery school program from September to June, 5 mornings weekly, plus visits to community places of interest; high ratio of adults to children; parent's meetings with child psychiatrist from University of Cincinnati; teacher-parent conferences twice yearly.

Texts: Crises in Black and White-Silberman. The Culturally Deprived Child-Riessman. Martin Deutsch's description of his project in New York.

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Location: Ohio, Cincinnati

Title: A Cooperative Demonstration Day Care Project - (September 1962-ongoing)

Supervising Org: Hamilton County Department of Public Welfare, Children's Services; Gateway Community Center; Ohio Department of Public Welfare, Division of Social Administration

Sources of Financial Support: Children's Bureau, 65%; Social Agency, 14%; Auxiliary, 12%; Metropolitan Housing, 8%; Foundation, 1%

Project Director: Betty B. Montgomery, Day Care Consultant, 1100 Sycamore Street, Cincinnati, Ohio

Other Personnel: 4 teachers, 2 teachers' aides, 1 social worker, 1 psychologist, and 10 part-time volunteers.

Summary: Purpose: To explore techniques for the development and strengthening of positive child-rearing expectations in under-privileged families by the use of the child's day care experience.

Population: 25 boys and 20 girls in the preschool, kindergarten bracket; 99% Negro, 1% Caucasian, all from public welfare families.

Curriculum: General enrichment, language arts, math, science, art, and music; communication skills; building of confidence and better relationships with peers through use of dramatics and group situations as part of the program.

Program and Methods: Variety of techniques used with parents as well as children.

Available Publications: Pembutan and Hansen. Child Welfare. The Child Welfare League of America.

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VI-A

Why not pull Cincinnati together under one heading — several subheadings if necessary

Neighborhood Youth Corps: discussed generally in text

Location: Ohio, Cincinnati

Title: Work Training Programs - (January 1965)

Supervising Org: Cincinnati Public Schools

Sources of Financial Support: Federal Economic Opportunity Act

Project Director: James N. Jacobs, Director, Program Development, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati, Ohio

Other Personnel: Special supervisory and counseling services

Summary: Purpose: 1) To give economic opportunity to youth, aged 16 through 21, who are in school and need part-time work in order to remain in school; 2) to provide needed community services to schools and other agencies serving depressed areas; 3) to develop positive attitudes toward work.

Population: Economically deprived in-school youth, aged 16-21, in the Cincinnati school district. When the program reaches its peak, it will include 1,000 boys and girls.

Curriculum: Work-training program including counseling, development of individual capacity, and positive school citizenship.

Program and Methods: Students work an average of 12 hours per week earning between 75¢ and $1.00 per hour. They will serve as classroom, physical education, counselor, office, and library aides. They will also give valuable assistance in building operations and maintenance as helper in supply stores, etc.

Other Comments: ~~The work-training~~ program is part of the Neighborhood Youth Corps of Cincinnati.

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I

Location: Ohio, Cincinnati

Title: The Cluster Approach - (January 1965)

Supervising Org: Cincinnati Public Schools

Sources of Financial Support: Economic Opportunity Act of 1964; Public School Board

Project Director: James N. Jacobs, Director, Program Development, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati, Ohio

Other Personnel: 5 remedial teachers, 5 regular teachers, supervising teacher, secretary; an increase in the amount of psychological, visiting teacher, and speech therapist services; teacher librarian in three of the schools

Summary: Purpose: An exploratory study attempting to provide opportunity for schools to experiment with a way to compensate for cultural deprivation.

Population: Pupils from 5 elementary schools in close geographic proximity in Cincinnati: Hays, Heberle, Washburn, Washington Park and Webster. Schools selected by availability of space, staff resources, pupil need based on subjective judgment, test results, and factors of racial and cultural composition.

Curriculum: Cultural enrichment, remedial reading, and improvement of regular elementary curriculum.

Program and Methods: Reduction of class size, additional supplementary book supplies and equipment, field trips in community, guest speakers, establishment of library in 3 schools, in-service teacher education, counseling and speech therapy.

I

X

Location: Ohio, Columbus

Title: Columbus City School District Program to Combat Dropouts - (1955-ongoing)

Supervising Org: Columbus City School District

Sources of Financial Support: Columbus City School District

Project Director: Harold H. Eibling, Superintendent of Schools, Columbus Public Schools, 270 East State Street, Columbus 15, Ohio

Other Personnel: Staff includes teachers, some with specialized qualifications; teachers' aides; and 8 clinical psychologists

Summary: Purpose: To lower the dropout rate, which was one-half in 1950, in the Columbus City School District

Population: All the students in the Columbus City School District are involved.

Curriculum: Reading, writing, language arts, math, science, art, music, geography, and French. Teaching is done in four levels: slow learners, modified, regular, and able.

Program and Methods: Special teacher selection and education programs; summer-school program; classroom reorganization to teach on 4 ability levels; language laboratories; a work-study program and new vocational opportunities for potential dropouts; use of educational radio and TV; increased guidance for pupils; revision of instructional techniques.

Other Comments: In 1950, dropout rate was 1 pupil out of 2; in 1963, it is 1 pupil out of 3. The goal is to improve this record.

159

V.-C.

Location: Ohio, Cincinnati

Title: Summer School Program - (June 1965)

Supervising Organ: Cincinnati Public Schools

Sources of Financial Support: Cincinnati Public Schools

Project Director: James N. Jacobs, Director, Program Development, Cincinnati Public Schools, 608 East McMillan Street

Other Personnel: 3 coordinators, 21 teachers

Summary: Purpose: To provide summer school instruction in hopes that much of the momentum gained during the school year can be maintained and carried through to the next school year.

Population: 4 centers serving about 16 elementary schools. They are designed for average and below average children who have completed grades 2, 3, and 4.

Curriculum: Emphasis on language arts and reading development, coupled with enriching experiences to motivate children to higher levels of achievement.

Program and Methods: Instructional materials will be provided as well as field trips into the community.

College

Location: Ohio, Cleveland

Title: Pre-College Tutorial for the Culturally Disadvantaged - (June 15, 1964-July 20, 1964)

Supervising Org: John Carroll University, Department of Education

Sources of Financial Support: John Carroll University

Project Director: F. A. Kleinhenz, Dean of Admissions and Records and Assistant Professor, Department of Education, John Carroll University, University Heights, Cleveland, Ohio 44118

Other Personnel: Staff includes 1 director and 2 teachers.

Summary: Purpose: To privide the experiences needed to develop a more comprehensive program involving more students during the summer of 1965. To assist qualified, but culturally disadvantaged students, in gaining access to a college education.

Population: 10 boys and 10 girls of high school age in college preparatory program; 50% Caucasian, 50% Negro.

Curriculum: Instruction in reading and writing, college preparatory English, developmental reading.

Program and Methods: A summer-school program using tutorial method.

Other Comments: Pilot project was an apparent success. Next summer will be twice as large and will include more individual counseling.

Texts: Spotts. Fundamentals of Present-Day English, Form B: Smith. Learning to Learn; Better Reading Books; Controlled Reader Films.

VII

131

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teacher training

Location: Ohio, Cincinnati

Title: In-Service Training for Teachers of Disadvantaged Pupils - (Summer 1965)

Supervising Org: Cincinnati Public Schools

Sources of Financial Support: National Defense Education Act; Cincinnati Public Schools

Project Director: James N. Jacobs, Director, Program Development, Cincinnati Public Schools, 608 East McMillan Street

Other Personnel: Professors of Education

Summary: Purpose: To encourage teachers and supportive personnel to assume new roles when called for, to adjust teaching methods and educational experiences to be more meaningful to the deprived child; to understand more fully the culture, the needs, the aspirations, and the strengths of the culturally deprived.

Population: Approximately 60 elementary and secondary teachers will participate in the NDEA Institute, Summer 1965, at the University of Cincinnati.

Curriculum: In-service training of staff personnel. Each student receives 12 quarter-hours of credit with tuition and expenses provided. One class is scheduled for kindergarten-primary teachers, one for intermediate teachers, and one each for secondary teachers in mathematics, English, social studies, and science.

Program and Methods: Morning demonstration classes will be conducted, followed in the afternoon by clinic sessions designed to analyze effective and non-effective teaching techniques, to develop appropriate curriculum materials, and to discuss implications of pupil attitudes and reactions related to learning.

VII

Location: Ohio, Cleveland

Title: Internship Program for Prospective Teachers - (ongoing)

Supervising Org: Cleveland Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement; Cleveland Public Schools

Project Director: Principal, Addison Junior High School, Cleveland; James Misch, Project Director, Great Cities School Improvement Program, 1380 East 6th Street, Cleveland, Ohio.

Summary: Purpose: To enable education majors in their junior year to observe techniques; and to appreciate and understand the problem of the inner-city school.

Population: 14 juniors participated in the program last year.

Curriculum: Observation and work with an experienced teacher.

Program and Methods: College students spend one morning per week at Addison Junior High School. They work with a teacher in their field of interest each week for a period of 4 weeks. At that time the student is assigned to another teacher so that she can become familiar with many techniques of teaching. At the end of the 12-week period, each student will have had an opportunity to work closely with 3 teachers on the faculty.

Other Comments: All students involved selected inner-city schools for practice teaching in their senior year. A Preschool Institute for New Teachers was held during the week of August 27, 1962 in order to assist new teachers by familiarizing them with the children, school, community around Addison Junior High School. Eight out of fifteen signed teacher contracts with the Cleveland Schools. The remaining seven would have taught in Cleveland; marriage, out-of-town residence, etc., and reasons other than inner-city conditions, prevented them from signing contracts.

OK

III-C

Location: Ohio, Cleveland

Title: Dropout Prevention Problem Classes - (ongoing)

Supervising Org: Cleveland Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement; Cleveland Public Schools

Project Director: James Misch, Cleveland Public Schools, 1380 East 6th Street, Cleveland 14, Ohio

Summary: Purpose: To develop significant changes of attitude among the pupils "least likely" to succeed in high school.

Population: Potential dropouts in Cleveland's public junior high schools.

Curriculum: Industrial arts, home economics, modification of curriculum, and extension of the time pupils are involved.

Program and Methods: Special teacher selection, improved student-teacher ratio.

Other Comments: All pupils involved went on to high school, none dropping out during the vacation period; all indicated a desire to complete their schooling. Twenty-one out of fifty-six students were enrolled in school a year-and-a-half after the program ended.

III-C

Location: Ohio, Cleveland

Title: Transition Classes for Pupils Entering from Elementary Schools - (ongoing)

Supervising Org: Cleveland Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement; Cleveland Public Schools

Project Director: James Misch, Great Cities School Improvement Program, Board of Education, Cleveland Public Schools, 1380 East 6th Street, Cleveland 14, Ohio

Summary: Purpose: To establish a transition class for 7th-grade pupils not ready to assume the responsibilities of the traditional secondary school program.

Population: 7th-graders in the Cleveland City School District who have been identified through test scores and teacher appraisal as not being ready for the secondary school program.

Curriculum: A special core-type curriculum has been developed so as to more adequately meet the needs of the pupils involved.

Program and Methods: Remedial reading and supervised study periods were included in the program. Disciplinary, attendance, emotional adjustment problems were fewer than in previous year when the program did not exist.

Other Comments: No significant differences found in terms of improved achievement in reading and arithmetic.

III

Location: Ohio, Cleveland

Title: Home Visitation Program - (1960-ongoing)

Supervising Org: Cleveland Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement; plus matching contribution by the Cleveland Public Schools

Project Director: James Misch, Cleveland Public Schools, 1380 East 6th Street, Cleveland 14, Ohio

Other Personnel: 10 certificated teachers serving as home-visitors

Summary: Purpose: To serve as a liaison between the home and school to keep the parent apprised of his child's adjustment in school and to evaluate the home situation so as to provide the teachers with insights and understanding of the problems facing the children of the community.

Population: Elementary schools and one junior high school in Cleveland Public School Districts.

Curriculum: Home visitations plus staff development sessions.

Program and Methods: Depth interviews of the principals of the schools having home visitors showed that principals would prefer to release a classroom teacher rather than lose a visitor. Both parents and pupils have indicated that the home visitor has been most effective in helping them adjust to new school situations.

Available Publications: Evaluative Report of Cleveland-Hough Community Project.

VI-C

Location: Ohio, Cleveland

Title: Work-Study Program - (May 1962-ongoing)

Supervising Org: Cleveland Public Schools through the Great Cities Program for School Improvement

Sources of Financial Support: Ford Foundation

Project Director: John C. Matia, Assistant Superintendent, 1380 East 6th Street, Cleveland 14, Ohio

Other Personnel: 4 teacher-coordinators

Summary: Purpose: To encourage high school dropouts to complete high school or develop vocational competence.

Population: 185 youth out of school six months or more, unemployed, under 21 years of age, average intelligence, who have not finished high school.

Curriculum: Work sttitudes, aptitude testing, practice job interviews, remediation in basic skills.

Program and Methods: The youth initiates application for program; participates in a 6-week orientation course of 3 hours per day. Guest lectures from industry are used extensively. 3 groups each year are started so that conclusion of Orientation Course coincides with beginning of school semester. Youth then enrolls in school classes and begins supervised work experience, 4 hours per day; he reports to a teacher-coordinator once a week to review school and job progress.

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VII

Location: Ohio, Cleveland

Title: Junior High School Reading Program - (ongoing)

Supervising Org: Cleveland Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement; Cleveland Public Schools

Project Director: James Misch, Cleveland Public Schools, 1380 East 6th Street, Cleveland 14, Ohio

Other Personnel: Coordinator of junior high school reading

Summary: Purpose: An in-service reading program to develop teachers of reading and to provide reading instruction to teachers of all subject areas to make them more knowledgeable of the elementary reading skills in order to meet the needs of the pupils entering junior high school.

Population: 6 junior high schools throughout the city have been identified as reading centers where in-service programs are carried on continuously for teachers of that school and neighboring schools.

Curriculum: Reading.

Program and Methods: Workshop conferences on Saturdays and during school hours, conducted by trained elementary and secondary personnel. This program emphasizes reading reinforcement in subject matter classes. Every teacher is viewed as a teacher of reading.

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VII.

Location: Ohio, Kent

Title: Cleveland Project on the Teaching of the Culturally Disadvantaged - (March 15, 1964-June 12, 1964)

Supervising Org: Kent State University

Sources of Financial Support: Associated Foundations of Cleveland, 25%; Office of Education, 25%; City of Cleveland, 25%; Cuyahoga County, 25%

Project Director: Burton W. Gorman, Director, Cleveland Project on the Teaching of the Culturally Disadvantaged, Kent State University, Kent, Ohio

Other Personnel: George Cooke, Secretary, Education Department; Lotas Stahlecker, Special Education; Oscar Ritchie, Sociology Department, Kent State University; 90 teachers (all the Addision Junior High School staff); social workers as needed, psychologists available from the Cleveland school staff.

Summary: Purpose: 1) To shed light on fruitful approaches to the training of teachers for the culturally deprived; 2) To find out how teacher commitment is developed; 3) To discover what the roadblocks are and how to remove them.

Population: 925 boys and 925 girls from one junior and one senior high school; 90% Negro and 10% Caucasian, located in a culturally disadvantaged neighborhood.

Curriculum; Regular high school curriculum, with extensive revisions and adaptations, and with special emphasis on general enrichment, field trips, etc.

Program and Methods: Individual case studies, regular seminars for trainees (teachers), observation, and limited kinds of help to teachers.

Other Comments: Further information may be obtained from James Tanner, Assistant Director of Community Action for Youth, Addison Junior High, 79th and Haugh, Cleveland, Ohio.

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II

Location:	Ohio, Cleveland
Title:	The Fidelity Preschool - (March 1963-May 1966)
Supervising Org:	Fidelity Baptist Church; Cleveland Section of the National Council of Jewish Women
Sources of Financial Support:	Cleveland Section of the National Council of Jewish Women; Fidelity Baptist Church
Project Director:	Supervisor, Fidelity Preschool, Wade Park and East 84th Street, Cleveland, Ohio 44103
Other Personnel:	1 preschool teacher, 2 assistants, 1 part-time social worker, and 14 trained volunteers and their substitutes; 1 testing and 1 consultant psychologist.

Summary: Purpose: To serve children of the Hough area with stimulation, enrichment, and motivation so that a firm foundation for their continued school attendance may be insured.

Population: 24 boys and 16 girls, aged 3 and 4, 100% Negro, and living within walking distance of the school from the Hough area in Cleveland, a culturally deprived area.

Curriculum: A playschool experience and is to involve parents in the program; general enrichment of cultural and sensory experience, language, science, art, and music.

Program and Methods: A co-sponsored program operating 3 days per week, 2 sessions each day. The volunteers, two per session, plus substitutes, attend six-session training course and two-session orientation to the work in the playschool. Monthly workshops for on-the-job training. All training is under the joint supervision of a professional supervisor of volunteers, the staff of the Day Nursery Association, and the playschool teacher.

II

Location: Ohio, Cleveland

Title: Psychological Development of Children from Inner-Urban Areas - (September 1963-September 1965)

Supervising Org: Mental Development Center, Western Reserve University; Family Day Nursery Unit, Community Action for Youth, Inc.

Sources of Financial Support: President's Commission on Juvenile Delinquency, 80%; Public School Board, 10%; Welfare Department, 10%

Project Director: Donald K. Freedheim, Ph.D., Assistant Clinical Professor of Psychology, Mental Development Center, Western Reserve University, Cleveland 6, Ohio

Other Personnel: 6 teachers, 6 teachers' aides, 3 testing, 2 clinical, and 1 consultant psychologist; 2 part-time volunteers.

Summary: Purpose: 1) To assess the psychological functioning of children from urban areas; 2) to evaluate the role of nursery school education in the motivation and learning of these children; 3) to implement the nursery program in crucial areas of learning.

Population: 60 boys and 60 girls of preschool age who are 1) younger siblings of children who have poor performance records in school, 2) children of ADC and ADCU parents.

Curriculum: General enrichment of cultural and sensory experience; emphasis on verbalization, socialization, and readiness skills.

Program and Methods: Working in 10 different nursery schools and one Jewish community center (used as control) with selected children who will be followed through kindergarten and elementary school.

Standard Tests Used: Peabody Picture Vocabulary Test, Vineland Scale of Social Maturity; various verbal and drawing tests; rating scales.

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VI-B

Location:	Ohio, Cleveland
Title:	Community Action for Youth (1963-1967)
Supervising Org:	Community Action for Youth, Inc.
Sources of Financial Support:	Federal Government; City of Cleveland; County; United Appeal; other private foundations
Project Director:	Alva R. Dittrick, Executive Director, Community Action for Youth, 1959 East 79th Street, Cleveland, Ohio 44103
Other Personnel:	300 teachers and nurses; policemen, specialists, clerical workers, part-time recreation leaders.

Summary: Purpose: A demonstration program in the prevention and control of juvenile delinquency through youth development.

Population: 12,000 school-age children in the Hough-Addison School District--a district with a high rate of delinquency, unemployment, relief, and illegitimacy.

Curriculum: General cultural enrichment, reading, social adjustment.

Program and Methods: Special teacher selection; after-school and summer classes; special learning classes within the school day; extensive guidance and counseling for both family and pupil; pre-school family nursery; job-training and placement; improvement of the local neighborhoods.

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VIII

Location: New Jersey, Clifton

Title: Mental Health Consultations - (January 1964-January 1965)

Supervising Org: Community Mental Health Department, Postgraduate Center for Mental Health

Project Director: Dr. Charlotte Lomova, Associate Staff Member, Postgraduate Center for Mental Health, 124 East 28th Street, New York

Other Personnel: 1 school psychiatrist (consultant)

Summary: Purpose: A pilot study attempting to contribute to a better understanding of successful technique in improving the school's holding power to keep in school potential school dropouts by mental health consultation.

Population: Boys and girls in the 7th, 8th, and 9th grades, junior and senior high schools, who are considered dropouts or potential dropouts.

Curriculum: Interviews and consultations with key personnel of schools.

Program and Methods Consultations with principals of junior and senior high schools, and guidance counselors of the schools, to ascertain the level of understanding of key personnel in a suburban school system about some of the emotional factors underlying the problem of premature school learners.

Other Comments: Interviews indicate the lack of awareness in school personnel of emotional disturbances of pupils. Preliminary findings only; project in process of evaluation.

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VIII

Location: New Jersey, New Brunswick

Title: Carnegie Corporation Research Fund; Study of Symbolic Processes - (December 1960-December 1966)

Supervising Org: Rutgers University

Sources of Financial Support: Foundation, 25%; private company, 50%; University, 15%; O.N.R., 10%

Project Director: Omar K. Moore, Principal Investigator, Professor of Psych Psychology, Rutgers, University, New Brunswick, New Jersey

Other Personnel: Size of staff varies from 10-40; includes teachers, psychologists, mathematicians, linguists, engineers.

Summary: Purpose: To formulate and test a theory about optimal environments for acquiring complex symbolic skills.

Population: Study is done with about 250 boys and girls from preschool to grade 3; at present 50% Caucasian and 50% Negro, selected by family characteristics and with low scores on diagnostic tests.

Curriculum: General enrichment of cultural and sensory experience, reading, writing, and instruction in math just beginning.

Program and Methods: Tutorial projects, teachers' aides, rewriting or revising of instructional materials, use of audiovisual techniques, programmed instruction.

Standard Tests: Binet and a variety of projective tests; E.E.G. and other physiological tests; outside testing organization, i.e., Educational Testing Service.

Available Publications: The Responsive Environments Foundation, Inc. (a nonprofit organization) sends out the following 65-page report to those who make donations to it: "Autotelic Responsive Environments and Exceptional Children," by Omar K. Moore, 20 Augur Street, Hamden, Connecticut: Responsive Environments Foundation, Inc.

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Also See
AKRON, ~~Ohio~~
CINCINNATI, ~~Ohio~~

II

Location: Ohio, Columbus

Title: Milo-Grogan Pre-Kindergarten Pilot Project - (January 1965-ongoing)

Supervising Org: The Urban League

Sources of Financial Support: Urban League via contributions from the community; Area Council; small contributions of Milo Elementary School children.

Project Director: Mrs. W. Arthur Cullman, The Urban League; Robert Brown, The Urban Leage, 107 North Monroe Avenue, Columbus, Ohio 43203

Other Personnel: Mrs. N. VanderWerf, teacher; 25 volunteer teacher assistants, National Council of Jewish Women; 4 mothers, volunteer assistants; Mrs. Sally Gottewald, psychologist

Summary: Purpose: To help 4-year olds overcome educational lag and social problems; to provide cultural stimulation for them and their parents.

Population: 22 4-year olds

Curriculum: Flexible; based on recent findings and successful practices in the preschool field; centered around problem areas.

Program and Methods: All activities educationally oriented in worthwhile, meaningful experience; trained, well-oriented staff. Periodic parent-teacher and parent-social worker counseling sessions; visits to home; active PTA or Parents Club. Work, play, educational activities, including field trips, to be well-planned and properly evaluated. Positive approaches have been used both in curriculum and discipline. A direct method of disciplining the children has been successful. Constructive curriculum is built around the needs of the child.

Texts: "Your Child from 1 to 6," "School-Home Partnership in Depressed Urban Neighborhoods," U.S. Department of Health, Education, and Welfare; "Health Program Guide for Day Care and Nursery School Programs," "Understanding Your Young Child," A Report of the Day Care Standards Committee, Metropolitan Life Insurance Company; Grossman, Jean Schick, "24 Pages for Parents," "Ways and Means of Reaching Parents," "Brief Encounters in Family Living," "It's Fun to Teach Creative Music," "All in Play," The Play Schools Association, 119 West 57th Street, New York, New York 19; "Report on Parent Program," "The Facilitation of Learning for Environmentally Impoverished Children: Implications from Research," (paper) Institute for Developmental Studies, Department of Psychiatry, New York Medical College.

Standard Tests: Stanford-Binet (L-M). Our psychological testing program has just begun and it may be possible that we will be using other tests at a later date.

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III-A

Location: Ohio, Columbus

Title: Effecting planned Educational Change Through the 5-1 Unit Plan for Developing and Operating Educational Programs for Disadvantaged Children, Their Teachers, and Their Parents - (September 1964-ongoing)

Supervising Org: Division of Special Services, Columbus Public Schools

Sources of Financial Support: Public School Board, 100% (1964-65)

Project Director: Joseph Davis, Assistant Superintendent, Division of Special Services, Columbus Public Schools, 270 East State Street, Columbus, Ohio

Other Personnel: James S. Wade, Coordinator of Intercultural Education, and E. E. Hast, Vice Principal on Special Assignment; 120 regular teachers; 24 enrichment teachers.

Summary: Purpose: To accomodate more fully the special educational needs of disadvantaged primary-grade children through effecting planned educational change by developing and implementing programs of language arts instruction, in-service education, and parent education.

Populatinn: 3,840 boys and girls, 80% in the first grade and 20% in the second, in 24 public elementary schools. These schools were selected according to median scores on city-wide achievement tests, pupil mobility, and conditions of housing.

Curriculum: The present instructional focus is the language arts program.

Program and Methods: Classroom reorganization; creation of the new role of enrichment teacher; institution of the 5 regular teachers and 1 enrichment teacher unit for planning in a school; visits by teachers to pupils' homes; improved teacher-pupil ratio; and in-service education for teachers.

Available Publications: Description of a Proposed Experimental Program in Compensatory Education, August 27, 1964

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for COLUSA, California see Berkeley

II

Location: Texas, Corpus Christi

Title: Preschool Program - (1965-ongoing)

Supervising Org: Community Commission on Youth Education and Job Opportunity

Sources of Financial Support: Office of Education, U.S. Department of Health, Education, and Welfare

Project Director: Sheridan C. Lewis, Chairman, Community Commission on Youth Education and Job Opportunity, P.O. Box 1622, Corpus Christi, Texas

Other Personnel: 7 teachers

Summary: Purpose: To promote wholesome social adjustment and a feeling of adequacy, develop language facility, enrich the pupils background, and foster favorable health habits.

Population: 135 preschoolers

Curriculum: Physical exercise, verbal communication, creative expression, behavioral attitudes and habits, and table manners and health habits.

Program and Methods: Each class will have 20 pupils and be supervised by one teacher. Classes will meet three hours a day, five days a week.

VI-A

Location: Texas, Corpus Christi

Title: Youth Development Project - (1963-ongoing)

Supervising Org: Corpus Christi Independent School District, Division of Instruction

Sources of Financial Support: Corpus Christi Independent School District, Division of Instruction

Project Director: Gilbert L. Herrera, Corpus Christi Independent School District, 515 North Carancahua, Corpus Christi, Texas

Other Personnel: Teachers, coordinators, consultants, nurses, superintendent.

Summary: Purpose: To keep students in school until they graduate or obtain a marketable skill by (a) focusing attention on a meaningful curriculum; (b) guidance program; (c) part-time employment program.

Population: City-wide public school students

Curriculum: General enrichment, increased guidance and motivation

Program and Methods: Special teacher selection and training; visits to community places of interest; extensive guidance of both pupil and parent; curriculum tailored to students' needs; increased health care; utilization of all community resources to help students; work-study program with part-time employment.

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VI-A

Location: Texas, Houston

Title: Manpower Development Training Act - Houston Multi-Occupational Youth Project (July 1, 1964-June 30, 1965)

Supervising Org: Harris County Department of Education

Sources of Financial Support: Federal Office of Education, 44%; U.S. Department of Labor, Bureau of Employment Security, 56%

Project Director: Stanley Q. Warren, Training Director, 409 Civil Courts Building, Houston, Texas 77002

Other Personnel: Dr. Daniel Gavales, Clinical Psychologist; John D. McLellan, Paul Lewis, and Albert Jackson, Counselors; plus 18 teachers.

Summary: Purpose: A pilot study to provide disadvantaged secondary school dropouts and graduates functioning below 9th-grade level with vocational training and counseling.

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149
448

Population: 299 boys and 149 girls between the ages of 16-22, culturally handicapped, unskilled, and unemployable; about 75% Negro, 15% Latin-American, and 10% Caucasian.

Curriculum: Vocational trade training for the purpose of preparing trainees to make entry into and progress in the occupation in which training is given. Mathematics and science as related to occupation is being pursued.

Program and Methods: Includes extensive pupil counseling and guidance, and professional conferences.

Standard Tests: Aptitude Test Battery administered to all prospective trainees by Texas Employment Commission personnel.

Available Publications: McLellan, J. D. A Dynamic Approach to the Dropout Problem. November 10, 1964; "The Multi-Occupational Youth Program." Texas Employment Commission, July, 1964; "The Multi-Occupational Youth Project for Houston." Texas Employment Commission, May, 1964.

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VIII

Location: Michigan, Dearborn

Title: Neurological Organization - A Method in the Treatment and Prevention of Reading Problems - (September 1962-June 1967)

Supervising Org: Salina School, 2623 Salina, Dearborn, Michigan

Sources of Financial Support: Public School Board, 90%

Project Director: W. E. Tomola, Principal, Salina School

Other Personnel: Mrs. B. Meyers, Mrs. D. Longley, and Dianne Steinert with research groups; 8 teachers, 12 teachers' aides

Summary: *Purpose*: Research - To discover if neurological organization will aid in preventing reading and speech problems, if it will aid in improving perceptual development, and if it is practical for a regular classroom teacher to utilize this technique.

Population: Kindergarten pupils, and continuing through the three years beyond kindergarten.

Curriculum: Cultural enrichment through neurological means. Children crawl, then creep, and finally walk according to pattern. Use of gym floor and passive patterning.

Program and Methods: Children are tested in first week of kindergarten with Brenner Gestalt Maturity test and grouped homogeneously according to test results. After third year beyond kindergarten, these children will be compared with control groups.

Other Comments: Many variables which may contaminate research, worst of which is cultural deprivation which we are attacking.

Texts: Regular Basic Reading Series

Standard Tests: Kuhlman Finch, Metropolitan Readiness, Metropolitan Achievement, and Iowa Basic Skills

Available Publications: Delacato, C. *Prevention and Treatment of Reading Problems*. Springfield, Illinois: Chas. Thomas, 1959; Delacato, C. *Prevention and Treatment of Speech and Reading Problems.* Springfield, Illinois: Chas. Thomas, 1963.

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V-C

DECATUR, Ill., see Chicago

Location: Florida, DeLand

Title: Summer Program in School Administration for Negro Teachers and Administrators, Volusia County - (Summer 1964)

Supervising Org: Stetson University; Volusia County School Board and Bethune-Cookman College

Sources of Financial Support: Small grant from Carnegie Corporation

Project Director: Dr. Harland C. Merriam, Stetson University, Deland, Florida.

Other Personnel: Dr. Evelyn Sharp, Bethune-Cookman College, Daytona Beach, Florida.

Summary: Purpose: A pilot study summer program for Negro school administrators for the purpose of revitalizing and restructuring the educational program of their respective schools.

Population: 26 Negro school administrators and teachers directed to the program by the County School Board.

Curriculum: Areas of study included: self-image, reading instruction, community cooperation, curriculum revision, and planning or improvements for the following school years.

Program and Methods: A six-week summer session in which the educators meet for 3 hours daily. Program will continue next year if funds are available.

Other Comments: Follow-up six months after completion of the program contains much evidence that favorable changes are in process. The Seminar was instrumental in bringing County-University-College personnel together for cooperative planning. Proposals for additional educational programs have been submitted to Federal agencies.

Available Publications: Report available from the Director.

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Location: Colorado, Denver

Title: Recently Developed Programs to Increase Equality of Educational Opportunity in the Denver Public Schools (November 7, 1962-June 1, 1964)

Supervising Org: Denver Public Schools, Division of Instruction Services

Sources of Financial Support: Public School budget, except as: 1) expenditures may be reimbursed from federal funds under the Manpower Development and Training Act of 1962 through a Colorado State committee; 2) federal funds from the Economic Opportunity Act of 1964 through the Denver War on Poverty Committee; 3) Vocational Funds

Project Director: Dr. Roy A. Hinderman, Deputy Superintendent, Division of Instructional Services, 414 - 14th Street, Denver 80202

Other Personnel: 1 preschool teacher, 40 elementary teachers, 165 reading teachers; 21 basic education teachers for young adults and adults; 14 vocational teachers; testing and counseling personnel; 13 basic literacy teachers; and vocational training personnel for adults.

Summary: Purpose: To increase educational achievement in disadvantaged areas.

Population: 1 pilot preschool; elementary and high school population in the disadvantaged areas of Denver; an Opportunity School for adults; youth centers; Job Opportunity Center; 10% of school population is Negro, 16% Spanish-American.

Curriculum: General enrichment; reading and arithmetic improvement; vocational training; basic education and literacy for youth and adults; counseling; testing.

Program and Methods: 1) Preschool: 1 pilot school to improve language facility; 2) Elementary Schools: reading and arithmetic improvement program in 12 schools using team teaching and supplementary activities; orientation rooms in 4 schools with high family mobility, centered around reading and arithmetic with team teaching methods and improved student-teacher ratio, students limited to 15; and 7 summer reading centers meeting 3½ hours a day for 30 days; 3) High School: reading improvement program; vocational pilot programs related to job entry skills; a metropolitan youth education center for 16-24 year olds, including testing, counseling, and flexible job training; and a basic education program for 250 youth from 16-21 years of age; 4) Adults: basic literacy education for recent arrivals who desire to become citizens, and those desiring to improve their job opportunity; 9 programs in operation and 2 in process for vocational training and retraining of underemployed and unemployed under the MDTA; and a demonstration project for the job opportunity center, providing basic education for 20 weeks to 350 adults, also through MDTA funds.

Available Publications: "A Description of Recently Developed Educational Programs," a report to the Board of Education, September 24, 1964.

152 omitted

VIII

Location: Colorado, Denver

Title: A Pilot Study to Indicate the Possible Success of Using Existing Standardized Tests in Determining the Learning Potential or Intelligence of Children of Migrant Workers - (1958-1961)

Supervising Org: University of Colorado (doctoral research)

Sources of Financial Support: Personal

Project Director: Helen Marie Redbird, Oregon College of Education, Monmouth, Oregon

Summary: Purpose: To determine the effectiveness of standardized intelligence tests for children of migrant workers.

Population: Those migrant children attending the special summer sessions in 1958, sponsored by the Migrant Education Research Project.

Curriculum: The different I. Q. tests were administered to the groups within the population.

Program and Methods: Analysis of the efficacy of the various tests is presented at length in the doctoral dissertation; concludes that the Goodenough Intelligence Test is best for use on these children.

Standard Tests: New Revised Stanford-Binet; Non-Language Multi-Mental Intelligence Test; Goodenough Intelligence Test

Available Publications: Doctoral dissertation with same title as that of the study. The University of Colorado, 1961.

VIII

omitted

Location: Colorado, Denver

Title: The Migrant Education Research Project - (January 1958-December 1960)

Supervising Org: Colorado State Department of Education

Sources of Financial Support: Colorado State Department of Education; United States Department of Health, Education, and Welfare

Project Director: Dr. A. M. Potts, Coordinator, The Center for Cultural Studies, Adams State College, Alamosa, Colorado 81101; Byron W. Hansford, Commission, Colorado State Department of Education, Denver, Colorado.

Other Personnel: Helen Marie Redbird, Oregon College of Education

Summary: Purpose: To learn the nature of the problems characteristic to educating the migrant child, and to achieve both a structure of education and a knowledge of the content and methodology that would mmet the needs of migrant children.

Population: All migrant children available in school district, to age 15, predominantly of Spanish origin, 25% Anglos and Indians.

Curriculum: Regular curriculum taught only to migrant children.

Program and Methods: The structure of the project was developed to learn about: 1) organization for administration of education programs; 2) financial support of education programs; 3) social understanding; 4) movement of migrants and causes; 5) aptitude of the people; 6) curriculum needs; 7) classroom methods; and 8) teacher needs and preparation. The methods used included factual research studies, experimental research, conferences and workshops designed to broaden the readiness of teachers and administrators to deal with the problems of educating migrant children.

Available Publications: Colorado State Department of Education. Providing Education for Migrant Children. 1961.

7 Omitted

VIII

Location: Colorado, Denver

Title: A Non-Verbal Approach to Introductory and Remedial Reading Instruction - (September 1962-ongoing)

Supervising Org: Child Study Center, University of Denver, Denver, Colorado

Sources of Financial Support: University Funds

Project Director: David Elkind, Ph.D., Associate Professor, Director, Child Study Center, University of Denver, Denver, Colorado

Other Personnel: Staff includes 2 teachers, and 2 testing psychologists

Summary: Purpose: To derive a set of materials and techniques to be used by teachers in the classroom for introductory and remedial reading instruction.

Population: 30 boys and 30 girls of primary school age; 90% Caucasian, 7% Negro, 3% Oriental, all with low scores on diagnostic tests.

Curriculum: General enrichment and instruction in reading.

Program and Methods: Tutorial projects, teachers' aides, rewriting or revising of instructional materials.

Available Publications: Elkind, D. Logic and Reading. March, 1964; Elkind, D. Non-Verbal Exercises for Remedial Reading Instruction. October, 1964.

I

155 OK

Location: Michigan, Detroit

Title: Great Cities School Improvement Project (1961-ongoing)

Supervising Org: 1 Great Cities Research Council and School Board

Sources of Financial Support: Ford Foundation and City School Board

Project Director: Dr. Carl L. Marburger, Great Cities School Improvement Office, 453 Stimson, Detroit, Michigan 48201

Other Personnel: Staff includes coaching and visiting teachers; social workers

Summary: Purpose: To increase the academic, social, and vocational competence of the child with the limited educational background, to turn the school into a focal point in the neighborhood for combatting the sources of these problems.

Population: Pupils at 4 elementary, 2 junior high, and 1 senior high school--typical "inner-city" schools in Detroit, functioning as pilot schools for the project.

Curriculum: Reading, language arts, non-graded primary class and special pre-primer readers.

Program and Methods: Teacher workshops and extensive in-service workshops; teacher reinforcement devices (help with routine work, funds, etc.); parental involvement through adult education classes; summer school program; adding of additional staff to the project schools mainly for social work; involvement of many agencies in a coordinated program. Planning of construction for new junior high school and family center is underway in the present Eastern High School site.

Standard Tests: All standard IQ tests, plus Iowa Test of Basic Skills, the SCAT-STEP, California Achievement Tests, and the Lorge-Thorndike Tests of Intelligence; and many specially devised instruments to measure teacher attitude (e.g., "The Teacher Information Questionnaire"), pupils' attitudes ("Pupil Information and Attitude Inventory"), and social workers' attitudes ("Values Questionnaire").

V-C

156
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✓ over
College

Location: Michigan, Detroit

Title: University of Detroit Eighth Grade Summer Program - (June 22, 1964-July 31, 1964)

Supervising Org: University of Detroit

Sources of Financial Support: Auxiliary of other local groups

Project Director: Richard H. Twohig, S.J., and Leo B. Lackamp, S.J., Bellarmine School of Theology, 230 South Lincoln Way, North Aurora, Illinois 60542

Other Personnel: William Lawrence, 2490 Tuxedo, Detroit, Michigan; 3 full-time teachers

Summary: Purpose: To give both remedial and enrichment work in reading and arithmetic with a view to strengthening the pupils' skills, enabling them to reach a higher level of achievement.

Population: 28 boys who had just completed the 7th grade; 89% Negro, 11% Caucasian; selected by their teachers and principals as under-achievers with the ability to pursue a college preparatory course of study.

Curriculum: General enrichment, remedial reading, and arithmetic.

Program and Methods: Tutoring in small classes; field trips, accompanied by occasional home visits, and pupil counseling.

Other Comments: During the 1964-65 school year, each of the pupils is being tutored at least once a week by a University of Detroit student.

Texts: Weber, Rose, and Ruth. The New Mathematics, (Grade 7). Wichita, Kansas: McCormick-Mathers. 1964; New Adventures in Reading (Grade 6). Austin, Texas: Steck Co.; Progress in Reading (Grade 7). Austin, Texas: Steck Co.

Standard Tests: Iowa Test of Basic Skills, From Two (reading, vocabulary, and arithmetic sections).

VI-A

157 L ✓

Location: Michigan, Detroit

Title: The Job Upgrading Program - (April 1949-ongoing)

Supervising Org: The Detroit Public Schools; The Detroit Council for Youth Service, Inc.

Sources of Financial Support: Detroit Public Schools, 85%; Foundation, 11%; City groups, 4%

Project Director: Dr. S. M. Brownell, Superintendent, Detroit Public Schools, 5057 Woodward, Detroit 2, Michigan; Birger Bakke

Other Personnel: Theodore Meyer, Junior Administrative Assistant, Detroit Public Schools; 11 teacher coordinators

Summary: Purpose: To help the city's disadvantaged young people become more employable, find jobs, and be successful in their work. Students with interest and ability are encouraged to return to regular school.

Population: Approximately 1,000 young people each year, 16-21, all of whom are out of school and unemployed, boys and girls; 70% Negro and 30% Caucasian.

Curriculum: General enrichment, remedial reading, job-orientated classes, supervised work experience.

Program and Methods: Counseling and guidance of pupil, classroom instruction, subsidized work experience, placement in full-time jobs, and follow-up service.

Other Comments: This Program has been visited consistently by educators from all parts of the country over the past fifteen years.

Available Publications: "The Job Upgrading Program Manual of Procedure." Department of Information Service, Schools Center Building, 5057 Woodward, Detroit 2, Michigan. 55¢

VI-A

Location: Michigan, Detroit

Title: Mayor's Special Youth Employment Project - (January 1964-March 6, 1965)

Supervising Org: Detroit Public School Board

Sources of Financial Support: Vocational Education Act, 50%; Department of Labor, 50%

Project Director: Donald V. Healas, Director, Special Youth Employment Project, 1501 East Ferry Avenue, Detroit, Michigan 48211

Other Personnel: Dr. M. Tucci, Assistant Director (address above); 14 teachers, 4 teachers' aides, 2 vocational counselors, a testing psychologist, 2 remedial reading teachers, 2 placement counselors.

Summary: Purpose: To provide meaningful, vestibule, and on-the-job training, coupled with classroom instruction for socially, economically, and culturally deprived youth.

Population: Approximately 80 male and 300 female youth, ages 16 to 22, mainly high school graduates who have not been able to make successful transition from school to work; 99% Negro.

Curriculum: General enrichment, instruction in reading, writing, language arts, math; related vocational training; personal grooming.

Program and Methods: A 20 to 1 student-teacher ratio; complete health care which involves the community for medical and dental care for the trainees; a five-day week with four hours of vestibule training, and three hours of related classroom instruction.

II

Location: Michigan, Detroit

Title: Preschool Project - (1959-ongoing)

Supervising Org: James Couzens Elementary School; Public School Board

Sources of Financial Support: Public School Board

Project Director: Robert Dodge, Principal, James Couzens Elementary School, Detroit, Michigan

Other Personnel: Teacher

Summary: Purpose: Preschool compensatory education for underprivileged children.

Population: 30 preschool children, ages 3 and 4 from a Negro Public Housing Project

Curriculum: General enrichment; school readiness

Program and Methods: Usual nursery school program; extensive parental guidance to mothers coming once each week to read aloud to the class; visits to community places of interest. Parents participate fully as assisting teachers and attend regular discussion groups.

II omitted

Location:	Michigan, Pontiac
Title:	All Saints Day Care Nursery - (March 1964--May 21, 1964)
Supervising Org:	All Saints Episcopal Church
Sources of Financial Support:	Volunteer
Project Director:	Mrs. William Lyle, All Saints Episcopal Church, Pontiac Michigan
Other Personnel:	6 part-time volunteers

Summary: Purpose: To provide nursery school experience for 28 children to more readily adjust to kindergarten.

Population: 28 preschool age boys and girls recommended by principals of the elementary schools in which they were expected to enroll the following fall, all from inner-city, disadvantaged areas.

Curriculum: General enrichment, academic lesson, creative arts and games, geared to individual levels.

Program and Methods: Health care; student-teacher ratio of one-to-five providing valuable personal relationship between teacher and child. Classes met twice a week for a 10-week period.

161 L

V-C

Location: North Carolina, Durham

Title: The North Carolina Volunteers - (Spring 1964-ongoing)

Supervising Org: The North Carolina Fund

Sources of Financial Support: The North Carolina Fund

Project Director: George H. Esser, Jr., Professor, University of North Carolina, and Executive Director, The North Carolina Fund, P. O. Box 687, Durham, North Carolina 27702

Other Personnel: 9 supervisors for the volunteers; 100 college students, 74 girls and 26 boys, from 33 colleges in North Carolina area.

Summary: Purpose: An experiment in the mobilization of college students for assisting in agency and community programs in those areas where the North Carolina Fund is conducting comprehensive programs in community development.

Population: The "hard-core" poverty families in the state.

Curriculum: Training of volunteers; assignment, under supervision, to a variety of projects forming a part of each community's comprehensive program.

Progam and Methods: A summer volunteer program with hopes of continuing on part-time basis during 1965 school year. Includes operation of day-care and nursery centers, tutoring, teaching of illiterate adults, assistance in operation of playground and recreational facilities, assistance in neighborhood services such as homemaking, nursing, and casework; and other assistance to staff in the schools and in health, welfare, recreational, and housing programs.

X OK 4

V-C

Location: Texas, El Paso

Title: Preschool Instructional Program for Non-English Speaking Children - (June 8-July 31, 1964)

Supervising Org: El Paso Public Schools

Sources of Financial Support: Bill passed by State Legislature (Public School Board and State Office of Education, on same percentage that applies to financing minimum foundation program.)

Project Director: Carlos Rivera, Supervisor, Oral English Program, El Paso Public Schools, Box 1710, El Paso, Texas

Other Personnel: 75 teachers, 1 consultant psychologist, and 8 nurses

Summary: Purpose: To teach children the basic vocabulary expressions and necessary daily activities to prepare them for first-grade work in September.

Population: 1900 Mexican, 4 German, and 2 French children who will be six years of age by September 1st - all in-migrants or transients.

Curriculum: Oral English; development of language through visual aids.

Program and Methods: A summer school program with special teacher training, parental counseling, visits to home, revising of materials, health care and professional conferences.

Available Publications: Texas Education Agency. A Report on the Preschool Instructional Program for Non-English Speaking Children. Austin, Texas, October, 1962; El Paso Public Schools. Linguistic Approach to Teaching English as a Second Language - Elementary Level. (To be available by May, 1965) $1.50.

V-C

re-College

Location:	Texas, Houston
Title:	Summer Institute of Remedial Studies (SIRS) - (1964-ongoing)
Supervising Org:	Texas Southern University
Sources of Financial Support:	Ford Foundation Grant
Project Director:	Dr. John S. Lash, Chairman, Fund for the Advancement of Education Steering Committee, Texas Southern University Houston, Texas 77004
Other Personnel:	10 mathematics teachers; 10 English teacher; 3 supervising teachers

Summary: Purpose: To establish a summer institute of remedial studies for high school graduates who want to attend the University.

Population: 300 high school graduates who want to attend the University but who need remedial work; low achievers.

Curriculum: Remedial math and remedial English

Program and Methods: 9-week summer program of remedial math and English, and problem sessions.

Texts: Brumfeld, C., Eicholz, R., and Shanks, M. Fundamental Concepts of Elementary Mathematics; Vance, E. P. Modern College Algebra; Leonhardy, A. An Introductory College Mathematics.

Standard Tests: California Achievement Tests: Mathematics Advanced (WXYZ); Otis Quick Scoring Mental Ability Tests: Gamma; American College Test (ACT); Cooperative English Tests: Reading Comprehension; Sequential Tests of Education Progress (STEP): Writing and Essay; Guilford-Zimmerman Temperament Survey.

V-B

Y64 X ✓

Location: Indiana, Evansville

Title: Experimental Study Center - (February 1964-ongoing)

Supervising Org: Committee of Mayor's Commission on Human Relations

Sources of Financial Support: Volunteer

Project Director: Joan Bower, Study Committee, Educational Building of the Washington Avenue Presbyterian Church, Evansville, Indiana.

Other Personnel: Marion E. Ouellette, Chairman (address above); 42 part-time volunteers

Summary: Purpose: To provide a quiet place for study without the distraction of TV and family activities; to give tutorial help to any student who wishes to improve his study skills.

Population: 49 boys and 60 girls of high school age in the Spring of 1964; 80% Negro and 20% Caucasian. All near-by high school students invited; no questions asked about economic background, scholastic achievement, etc.

Curriculum: Tutoring in all academic subjects, help with study skills.

Program and Methods: One experimental study center for high school students, special volunteer training, evening program, informal counseling, recruiting of new tutors; attendance encouraged through publicity in city newspaper, etc.

Other Comments: Program has been expanded to three locations in fall of 1964 with average student participation doubled.

VI-C

Location: Michigan, Flint

Title: Mott Program of the Flint Board of Education - (1935-ongoing)

Supervising Org: Flint Board of Education

Sources of Financial Support: Mott Foundation, 100%

Project Director: Dr. Peter L. Clancy, Associate Superintendent for the Mott Program, The Flint Board of Education, Flint Michigan

Other Personnel: Staff includes 700 teacher, 43 teachers' aides, 17 social workers, 7 psychologists, 2 clinical psychologists, 32 remedial teachers, and 120 part-time volunteers.

Summary: Purpose: 1) To use community resources to attack community problems; 2) to use the public schools as the center for education, recreation, and enrichment; 3) to provide opportunities for all people to their fullest potential.

Population: Over 70,000 people enroll in more than 1200 Adult Education classes every year. The entire curriculum of learning is available to the entire city--children and adults. If 12 people request a course, a teacher is provided. Racial composition: 83% Caucasian, 17% Negro.

Curriculum: General enrichment, instruction in all adacemic areas, art and music, recreation, retraining, adult education.

Program and Methods: After-school and summer school programs, extensive program in adult education, pupil and parental counseling and guidance, speakers, workshops (local, state, and national).

Other Comments: The program grew from a summer recreation program in 1935 and a budget of 6,000 to a near 2.5 million operation in 1964-1965. Over 12,000 visitors from around the world each year to view the Mott program, in-service training for teachers.

Available Publication: Mott Program Kit, containing brochures and magazine reprints describing the Mott Program.

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OK

II

Location: North Dakota, Fort Totten,

Title: Preschool Program - (1965-ongoing)

Supervising Org: Devil's Lake Sioux Tribe

Sources of Financial Support: Office of Education, U. S. Department of Health, Education, and Welfare

Project Director: Lewis Goodhouse, Tribal Chairman, Devil's Lake Sioux Tribe, Fort Totten, North Dakota

Other Personnel: 2 preschool teachers, 2 teachers' aides

Summary: Purpose: To provide meaningful social, cultural and creative activities for preschool Indian children.

Population: 60 Indian children, accommodated in two classrooms, mainly of preschool age.

Curriculum: General encrichment of cultural and sensory experiences.

Program and Methods: Each class will meet in the morning; afternoons will be spent working with individual children and their parents. Program includes social activities, field trips, help with individual needs such as English, health care, creative activities. Mothers of the children will be employed on a rotating basis to prepare the mid-day meal.

III-C

4 167 L ✓

Location: Texas, Fort Worth

Title: Pilot Program to Reduce Dropouts - (September 1964-June 1965)

Supervising Org: Fort Worth Junior High Schools (Meacham and Ernest Parker Junior Highs)

Sources of Financial Support: Public School Board and regular State per capita apportionment, 100%

Project Director: Julius Truelson, Assistant Superintendent for Junior High Schools, Fort Worth Independent School District, Fort Worth.

Other Personnel: 2 teachers and others as needed.

Summary: Purpose: A pilot study to meet the dropout problem by increasing desire for self-improvement, and providing an educational program especially designed for the under-achiever.

Population: 2 junior high schools with 10 boys and 10 girls, all Caucasian, in each of the two classes, All pupils are at least 13 years old by Grade 7, are 2 or more years retarded in reading and math, and have a record of underachievement and maladjustment.

Curriculum: 2 consecutive hours in the basic skills of reading, writing, spelling, and grammar by the project teacher; math is taught at group level, and for the remainder of the day pupils will be mixed with regular classes.

Program and Methods: A 4-year program for the usual 3-year junior high. Project teachers serve as group counselors and interpret program to parents and pupils on regular home visits. Special field trips are an important part of the program.

Other Comments: Course has only recently begun, and no formal evaluation is available at present.

168 ok

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Also see BISHOP

Location: California, Fresno

Title: Compensatory Education Program of Fresno City Schools - (1960-ongoing)

Supervising Org: Fresno City Unified School District

Sources of Financial Support: State McAteer Act and Public School Board; local school district

Project Director: Arthur G. Carlson, Director, Compensatory Education Program, 305 East Belgravia Street, Fresno, California

Other Personnel: Evelynne Walker, Coordinator, Junior High and In-service Education; Bernice Brewer and Velma Bowser, 2 preschool teachers; 6 evening counselors; 3 adjustment teachers; 2 extended day teachers.

Summary: Purpose: To provide motivation for learning and decrease drop-out rate by: 1) increased concentration on general readiness and language development in the city elementary-school and preschool levels, with use of secondary students to aid in the preschool and elementary grades; 2) extracurricular activities in form of field trips, visits; 3) enrichment reading opportunities at the junior high school level; 4) parent education; and, 5) providing a language arts experience with adjustment teachers.

Population: 2 preschool nurseries at Irwin Junior High School, with 8 to 22 preschool children per class; 6 public elementary schools, 2 public high schools; and 1 college (furnishing tutors). Approximately 1,500 boys and girls of varied races; 20% Mexican-American and 80% Negro.

Curriculum: Emphasis on language arts, but all subjects included in scope of program.

Program and Methods: Tutorial projects, teachers' aides, special teacher training; study centers, after-school programs, summer school; visits, parental counseling, classroom reorganization. Adult education classes now being set up in schools. Ungraded English program for high school grades 10, 11, 12; charm course for senior high school girls.

I

Location: California, Indio

Title: Coachella Valley McAteer Project - a pilot program in compensatory education - (1963-1965)

Supervising Org: Coachella Valley McAteer Board composed of superintendents from participating districts, with coordinative services from the Office of the Riverside County Superintendent of Schools.

Sources of Financial Support: The California State McAteer Program, with matching funds on a 2 to 1 basis from the participating districts.

Project Director: Dr. William Stocks, Coordinator, 32-675 Avenue 46, Indio, California

Other Personnel: Consultants: Dr. Irving Balow, Chairman of the Department of Education, and Dr. Thomas Carter, Assistant Professor of Education, both of University of California at Riverside; Uvaldo Hill Palomares, graduate student, University of Southern California.

Summary: Purpose: To promote a broad-scale program designed to assist Spanish-speaking children and youth in raising their level of educational achievement, improving their personal adjustment and community orientation.

Population: 500 students from Spanish-speaking backgrounds, from a total of several thousand, are being intensively studied; enrolled in grades 1, 2, 3, 7, 9, and 12.

Curriculum: Particular emphasis on language arts and reading in the primary grades; language experience approach being extensively used. 5 first-grade classrooms are using the Miami Linguistic Reading Program.

Program and Methods: Various sub-sections of the total project include the following studies: an experimental reading and speech program using linguistic approach; an expanded library program; utilization of neighborhood study halls; use of bilingual future teachers as classroom aides; mobilization of community resources to improve self-image of the students; social studies programs adapted to students; comparison of success-failure patterns of high school students from bilingual backgrounds.

Other Comments: Project in its second year; to be completed July 1, 1965, when summaries expected to be available. Proposed legislation, if enacted, will provide for continuation of the compensatory education program on a much broader scale.

Texts: Miami Linguistic Reading Program; Row Peterson Social Studies charts.

Standard Tests: All elementary students given the Jastak Wide Range Achievement test as a base point; to be tested similarly at conclusion of project.

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170

Location: Florida, Gainesville

Title: An Inter-Disciplinary Approach to Improving the Development of Culturally Disadvantaged Children - (September 1965-September 1966)

Supervising Org: University of Florida

Sources of Financial Support: U.S. Commissioner of Education (not funded as yet; approved unofficially, awaiting new fiscal year)

Project Director: Dr. Ira J. Gordon, Professor of Education, University of Florida, Gainesville, Florida

Other Personnel: Dr. Robert L. Curran, Associate Professor of Education; Dr. Donald L. Avila, Assistant Professor of Education; and a staff of 6 teachers, 1 testing psychologist, physicians, and student nurses. 60 education majors in the beginning psychological foundations course will tutor the subjects on a voluntary basis.

Summary: Purpose: To provide tutorial and health care services to a selected group of culturally deprived children with learning difficulties who are currently enrolled as pupils in the Alachua County School System in order to: 1) improve their attitudes toward teachers and school; 2) improve their self-image, their achievement motivation, and their general level of physical health.

Population: Pupils include 30 boys and 30 girls from grades 1 through 8; 20 each from 3 schools; selected as: 1) being culturally disadvantaged; 2) experiencing learning difficulties, and 3) not requiring special education. 2/3 Caucasian and 1/3 Negro.

Curriculum: General enrichment, all elementary subjects, and health care consultation.

Program and Methods: Each student will receive 20 hours each of individual tutoring, on the basis of one hour a week, from undergraduate students. They will receive 5 hours each of consultation on health care from nursing students after physical examination by physicians. Both education and nursing students will be supported by consultation with educational psychologists, nurses, and child psychiatrists.

Other Comments: Experimental and control groups will be evaluated by interviews, physical examination, special tests, and by their teachers.

Standard Tests Used: Sears Self Concept Scale.

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X 171 ✓L

Gary

Location: Indiana, Lake County

Title: Gary Children and Youth Development Project; A demonstration project - (1964-1967)

Supervising Org: Lake County Department of Public Welfare and Gary School District, Gary, Indiana

Sources of Financial Support: Social Security Act Grant applied for.

Other Personnel: Mr. Lee R. Gilbert, Superintendent of Schools, City of Gary, 620 East 10th Place, Gary, Indiana.

Summary: Purpose: To improve the school attendance and work of impoverished children, reduce the dropout rate, help them find realistic job goals.

Population: Children of impoverished families (income of less than $3,000 annually) who are doing "satisfactory work" at school, as rated by teachers and principals.

Curriculum: Guidance, general tutoring, financial help to stay in school.

Program and Methods: Educational assistance allowance to help students stay in school, tutoring, finding summer jobs or providing summer classes, parental counseling, social workers' visits to these homes.

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172

omit 4

Location: New Jersey, Glassboro

Title: Project Four (September 1964-ongoing)

Supervising Org: Curriculum Development Council for Southern New Jersey, Glassboro State College, Glassboro, New Jersey

Project Director: Dr. Harry T. Gumaer, Executive Secretary, Curriculum Development Council for Southern New Jersey, Glassboro State College, Glassboro, New Jersey

Summary: Purpose: Four school systems to work together, as well as individually, on improvement of instruction and curriculum for the culturally disadvantaged or different child.

Population: 3 or 4 public elementary schools, 1 or 2 public high schools and one college.

Curriculum: Research to improve general instruction and curriculum in cooperating schools.

Program and Methods: Not determined; project just getting started.

V-A

Location: Michigan, Grand Rapids

Title: KIDS - (Kindling Intellectual Desire in School) (October 1964-ongoing)

Supervising Org: Student Council of Calvin College

Sources of Financial Support: Volunteer project, with only clerical expenses covered by student council funds

Project Director: Dr. Donald Oppewal, Education Department, Calvin College Grand Rapids, Michigan

Other Personnel: Student coordinators: Sharon Draft and Janice Vanden Bosch; 50 volunteer college students working with 50 regular teachers.

Summary: Purpose: To allow college students to contribute to their community, and to supplement the program in public schools as they attempt to meet the needs of deprived children.

Population: Volunteers work in 50 classrooms in the public schools and on playgrounds. Children are 50% Caucasian and 50% Negro, elementary age.

Curriculum: Volunteers assist in all subject areas, with emphasis on general enrichment and reading, and the provision of a successful adult for student identification.

Program and Methods: One-to-one relationship, with tutor acting as teacher's aide, in study centers and after-school programs.

Other Comments: Begun as pilot project in October, 1964.

L

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V-A

Location: Indiana, Greencastle

Title: Tutoring by DePauw University Students of High School Slow Learners, Poor Achievers, Potential Dropouts, Dropouts, and Probationers - (February 1964-May 1964)

Supervising Org: Putnam County Probation and DePauw University Department of Sociology

Sources of Financial Support: Volunteer

Project Director: Paul A. Thomas, Professor of Sociology, DePauw University 723 East Seminary, Greencastle, Indiana, and Mrs. Herney, Putnam County (Indiana) Probation Officer.

Other Personnel: Superintendent William Clary, and school system's principals; about 120 part-time volunteer tutors.

Summary: Purpose: To motivate, guide and improve study habits of probationers, dropouts, and potential dropouts in the Greencastle High Schools with the students from DePauw University acting as tutors.

Population: Low-achieving students in Greencastle's public high schools; 95% Caucasian, 5% Negro.

Curriculum: Instruction in reading, writing, language arts, and mathematics.

Program and Methods: Tutorial and pupil counseling and guidance.

Other Comments: The program is in operation for the school year of 1964-65, and plans are to continue.

L

college 4

V-C

Location: New Hampshire, Hanover

Title: A Better Chance (ABC) - (1964-Summer)

Supervising Org: Dartmouth College

Sources of Financial Support: Dartmouth College and The Rockefeller Foundation

Project Director: Charles F. Dey, Dartmouth College, Hanover, New Hampshire 03755

Other Personnel: Field Representative: James E. Simmons, Independent Schools Talent Search Program, Hanover, New Hampshire; Mathematics Coordinator: James Mikula, Phillips Academy, Andover, Massachusetts; English Coordinator: John E. Lincoln, The Choate School, Wallingford, Connecticut; 8 secondary school teachers and 8 Dartmouth undergraduate resident-tutors.

Summary: Purpose: An intensive academic summer program which attempts to provide an educational and social transition for disadvantaged high school students preparing to enter private schools as scholarship students.

Population: 55 high school boys, up to 70% Negro, from educationally, culturally, and economically deprived circumstances.

Curriculum: Reading, writing, pre-algebra mathematics, algebra; study techniques, use of library, how to take exams.

Program and Methods: Classroom instruction and tutoring in English reading, and mathematics six days a week for eight weeks; concerts, art, theater; sports, weekend trips.

Other Comments: A counterpart ABC program for girls will be conducted by Mount Holyoke College, beginning in the summer of 1965.

Texts: English: A Standard College Dictionary; Hodges, J. C. Harbrace College Handbook; Writing: Unit Lessons in Composition, Books I and II Ginn & Co.; Golding, W. Lord of the Flies; Hemingway. The Old Man and the Sea, The Undefeated; Homer. The Odyssey (trans. Robert Firzgerald); Melville. Bartleby; Steinbeck. The Long Valley, The Red Pony; Thoreau. "Life Without Principle," "Where I Lived---." Mathematics: Brumfiel, Eicholz, Shanks. Introduction to Mathematics; Johnson, Lendey, Slesnick. Modern Algebra - A First Course.

Available Publications: Dartmouth College. ABC Report 1964 Hanover, New Hampshire; Filmstrip-recording, "ABC Report."

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OK

I

Location: Pennsylvania: Aliquippa, Chester, Erie, McClellandtown, Harrisburg, Pottstown, and Warminster

Title: Preschool and Primary Education Project - (Spring 1963-Spring 1968)

Supervising Org: Department of Public Instruction, Harrisburg, Pennsylvania

Sources of Financial Support: Ford Foundation, 50%; Departments of Public Instruction, Health, and Welfare, 24%; School Districts, 26%

Project Director: Dr. Allan S. Hartman, Director, Department of Public Instruction, 218 Education Building, Harrisburg, Pennsylvània

Other Personnel: Dr. N. Sidney Archer, Director, Bureau of Research, and Mr. Ernest Rookey, Associate Director, Preschool and Primary Education Project; 8 teachers, 8 teachers' aides, 7 social workers, 2 testing psychologists, and 1 curriculum consultant

Summary: Purpose: 1) Compensatory education for culturally disadvantaged; 2) development of more effective relationships between health and service agencies and the schools in deprived neighborhoods; 3) to change attitudes and behavior of parents; 4) to improve preparation of teachers and other professionals to work with culturally disadvantaged.

Population: 320 disadvantaged children and families in 7 school districts; selection based on modified Hollingshead Scale.

Curriculum: Oriented towards sensory, perceptual, and cognitive areas underlying language development.

Program and Methods: Teachers' aides, special teacher selection and training; visits to homes and community places; parent education; health care; professional and community conferences; social worker intervention; many and varied techniques.

Other Comments: Preliminary evaluation results have indicated significant and positive differences between experimental and control groups.

Standard Tests: Peabody Picture Vocabulary Test, Illinois Test of Psycholinguistic Abilities

Available Publications: A Comprehensive and Long Range Attack on the Dropout Problem, Preschool and Primary Education Project, Progress Report, July 1, 1963-June 30, 1964 (conducted for the Council for Human Services, Commonwealth of Pennsylvania, Harrisburg)

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This is Harrisburg Program

This is all part of Harrisburg Program

II

Location: Pennsylvania, Erie

Title: Preschool Program of the Pennsylvania Program to Reduce Dropouts - (June 1964-1968)

Supervising Org: The School District of the City of Erie

Sources of Financial Support: Ford Foundation; State Department of Public Instruction; School District of Erie, Pennsylvania

Project Director: Dr. Gertrude Barber, Assistant Superintendent of Instruction, the School District of the City of Erie, Administration Annex, 3rd and French Streets, Erie, Pennsylvania

Other Personnel: Dr. Allan Hartman, Director of Public Instruction; Ernest Rookey, Assistant Director of Public Instruction; Dr. Sidney Archer, Director of Research, Department of Public Instruction; Harold Sadofsky, Project Supervisor, Department of Public Welfare, Harrisburg, Pennsylvania; Dr. Joseph Zipper, Erie Coordinating Committee, Superintendent of Erie School District; Miss M. E. McNerney, Preschool Project Teacher; Helen Kerrick, Preschool Project Casework, Erie, Pennsylvania

Summary: Purpose: To reduce dropout rate; give culturally disadvantaged children a year of typical nursery school experience and a year of a program designed for disadvantaged children; strengthen parents to prepare and sustain their children in this educational program; gather data on children.

Population: 40 children per year for four years whose birthdays fall between 2/1 and 1/31, whose families are culturally disadvantaged, and who are not mentally and/or physically handicapped. A random selection from all such families residing in the Centennial Joint School District.

Curriculum: Language arts, numbers, science, health and safety, art and music.

Program and Methods: The first year the evaluation of the educational program outlined above will consist largely of the subjective evaluation of the teacher and other members of the staff who will make regular classroom observations. The teachers will keep daily, written records of the response of the children to the material presented. These records and the teachers' evaluations of the children's behavior will be discussed at regular, weekly sessions. Through this process of regular meetings and sessions, the educational materials and program will be constantly evaluated and appropriately revised.

Standard Tests: Stanford-Binet; Peabody Picture Vocabulary Test; Columbia Mental Maturity Test; Illinois Test of Psycholinguistic Abilities; Vineland Social Maturity Scale; Fels Child Rating Scale; Nursery School Behavior Inventory; Kuno Beller's Scales to Measure Dependence and Independence.

Available Publications: Annual Report, 1964.

II

Location: Pennsylvania, Norristown, Bethlehem

Title: Preschool Environmental Enrichment Demonstration - (May 1964-October 1964)

Supervising Org: The Department of Public Instruction, Harrisburg, Pennsylvania

Sources of Financial Support: U. S. Office of Education

Project Director: Dr. Ray M. Stine, Education Director, Human Resources Program, University of Pennsylvania, 3935 Locust Street, Philadelphia, Pennsylvania

Other Personnel: 6 master teachers; 36 teachers' aides

Summary: Purpose: Preschool compensatory education for deprived children and pre-service education for teachers.

Population: 240 preschoolers, ages 4.0 to 5.3 mos.; 35% Caucasian, 35% Negro, 30% Puerto Rican; from low socio-economic backgrounds, with families willing to cooperate with the study.

Curriculum: General development; muscular coordination

Program and Methods: 6-months summer school program using toys, books, games, etc. Extensive use of teachers' aides to provide more supervision for these students and pre-service training for teachers; visits to places in community; parental guidance; use of audiovisual techniques.

Standard Tests: Stanford-Binet; Auditory and Near Point Visinn Test; Werner Index of Socio-Economic Status.

L ✓

for Hayward, California see Berkeley

II

Location: Connecticut, Hartford

Title: Preschool Program - (1965-ongoing)

Supervising Org: Hartford Board of Education

Sources of Financial Support: Office of Education, Department of Health, Education, and Welfare

Project Director: Mrs. Jeraldine Withycombe, Child Development Director, Hartford Board of Education, 249 High Street, Hartford, Connecticut

Summary: Purpose: To provide these children with experiences that will make them more functional now and beyond preschool, with emphasis upon preparation for school achievement.

Population: All preschool children in the poverty areas of the city of Hartford. These areas, to date, are the Barbour, Wish, Brackett, Clark, Arsenal, Barnard-Brown, Kinsella elementary school districts, and the Charter Oak Housing Project.

Curriculum: In the process of formalization.

Program and Methods: In the process of formalization.

II

Location: Connecticut, New Haven

Title: Pre-Kindergarten Program (1963-continuing)

Supervising Org: New Haven Public Schools

Sources of Financial Support: Public School Board, 10%; Ford Foundation, 90%

Project Director: Adelaide Phillips, Supervisor, New Haven Public Schools, New Haven, Connecticut 10

Other Personnel: 12 teachers, 12 teachers' aides, 2 parental counsellors; 1 testing psychologist; 5 part-time volunteers; 2 baby-sitters; 1 curriculum assistant.

Summary: Purpose: This program is intended to increase the likelihood of success in school for those children whose cultural deprivations create handicaps to normal school achievement.

Population: 330 children; 30 children in each of 11 centers; 3 years and 8 months to four years in age; 75% Negro and 25% Caucasian.

Curriculum: Vocabulary and verbal expression are the most exciting aspects of the pre-kindergarten program. Emphasis on communication skills, developing listening skills, exploration.

Program and Methods: Typical nursery school program

Other Comments: Four new centers to open January 1965, making a total of 450 children. We emphasis a Parents' Program which is equal in importance to the Preschool Program. No child is accepted unless the parent will participate in a separate program one day a week, for two and one-half hours that day. During this period parents discuss nursery school activities, discipline, books, toys suitable for nursery school, resources of our school, city; family trips; visits to thrift shops; preparation for teacher-parent conferences; field trips, etc.

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L

for HARTSDALE see New York City for Greenburgh No 8

II

Location: New York, Hempstead, Long Island

Title: Improving the Experiential Background of Culturally Disadvantaged Children by Means of an Enriched Pre-Kindergarten Program and Associated Services - (September 1964-June 1969)

Supervising Org: Public School Board

Sources of Financial Support: Public School Board, 75%; State Office of Education, 25%

Project Director: Dr. Thomas D. Sheldon, Superintendent of Schools, 185 Peninsula Boulevard, Hempstead, Long Island, New York

Other Personnel: Dr. Charles Hayes, Principal, and Dr. Elio Bruschi, Psychologist, Prospect School, 265 Peninsula Boulevard, Hempstead, Long Island, New York. The following as needed: 1 social worker; 5 testing, 1 clinical, and 1 consultant psychologist; 1 nurse; 2 teachers.

Summary: Purpose: To increase readiness for the kindergarten year by an additional year of controlled educational experience.

Population: 18 boys and 14 girls of preschool age; 90% Negro, 3% Caucasian, and 7% Puerto Rican. All pupils eligible for kindergarten in September, 1965 from given depressed area were permitted to participate.

Curriculum: General enrichment, language arts, art, music, health, and physical development.

Program and Methods: Parental counseling and guidance; health care; audiovisual techniques.

Other Comments: Plan in early stages. General feeling is positive.

Standard Tests: Columbia Mental Maturity Scale; Goodenough Draw-A-Man Test; Stanford-Binet, Form C-M

V-C

182
L ✓
college

Location:	New York, Hempstead
Title:	Project NOAH (Negro Opportunities at Hofstra) - (August 3, 1964-June 1965)
Supervising Org:	Hofstra University, Hempstead, New York
Sources of Financial Support:	Local businessman; University Scholarship Committe
Project Director:	Randall W. Hoffmann, Dean of Students, Hofstra University, Hempstead, Long Island, New York
Other Personnel:	4 teachers, 6 teachers' aides, 3 guidance counselors

Summary: Purpose: To assist Negro high school graduates, who have college potential but are unable to meet admissions requirements, in continuing on to a college degree through remedial work.

Population: 6 boys, 2 girls, Negro, from 5 different schools.

Curriculum: Group counseling, general enrichment, and remedial work in reading and writing.

Program and Methods: A five-week summer school with counseling, guest speakers, special teacher selection, and professional conferences. Staff will continue working with the 8 beginning students who have now started college successfully, and prepare others for next year.

Texts: Curme, G. English Grammar; Golding. Lord of the Flies; Knowles. A Separate Peace. Speare (ed.) A Pocket Book of Short Stories.

Available Publication: "Eight Students Come to Hofstra: A Case Study." Transcript of a talk to the National Council of Jewish Women. (Mimeographed.)

V.-C.

Location: New York, New York

Title: Summer Vocational High School Program - (1954-ongoing)

Supervising Organ.: New York Public Schools

Sources of Financial Support: New York City Board of Education

Project Director: Harry Wolfson, Assistant Superintendent, High School Division (Vocational), Board of Education, City of New York, 110 Livingston Street, Brooklyn, New York

Other Personnel: Teachers, counselors

Summary: Purpose: To provide for subject failure make-up outside the normal school day and semester because of the 6-hour instructional day of the vocational student which makes no allowance for a study or free period.

Population: 3,364 students in grades 10 through 12 who wish to make up subject failures and thus graduate on time, and for those subject failures who might become dropouts and thus be encouraged to complete high school.

Curriculum: A wide variety of shop, related trade, and academic subjects.

Program and Methods: A summer-school program utilizing one school fully and overflowing into three other schools. Plans are to expand the program for better geographic distribution and to provide additional offerings in trade areas not heretofore included. The per capita cost of the summer program was approximately $25.00 per pupil, as compared to the $1,000 it would cost to retain a student an entire year for shop make-up.

VIII also see Corpus Christi for Houston Multi-Occupational Youth Projec
also see El Paso for Summer Institute of Remedial Studies

X OK

Location: Texas, Houston

Title: Talent Preservation Project - (September 1961-ongoing)

Supervising Org: Houston Public Schools

Sources of Financial Support: Public School Board, 100%

Project Director: Mrs. Jozie M. Mock, Supervisor of English, 1300 Capitol Avenue, Houston, Texas

Other Personnel: 120 teachers,and 1 counselor at each school

Summary: Purpose: Pilot study and development of curriculum - 1) to motivate and guide the underprivileged in Houston's junior and senior high schools; 2) to develop and strengthen basic communication skills and fundamentals of math; 3) to improve student's damaged self-image and elevate aspirations.

Population: 2,262 boys and girls, 50% Negro, 40% Caucasian, and 10% Mexican, all with I.Q. of 76-90, academic retardation of 2 years or more in basic subjects, and cumulative records of maladjustment.

Curriculum: General enrichment, instruction in reading, writing, language arts, math, and science.

Program and Methods: Special teacher selection and training, visits to community, guest speakers, counseling and guidance,visits to homes.

Other Comments: Has resulted in greatly reduced dropout rate.

Texts: Lyons and Carnahan. Phonics We Use, Books D, E, F; Developmental Reading Series, Classmate Editions, various levels; Science Research Associates.Intermediate Reading Laboratories and Better Reading Books; Rochester Occupational Reading Series, The Job Ahead; Junior Guidance Series and Modern World of Science Series; Advancing in Mathematics. 7th Grade; Greater Cleveland Mathematics Program, Grades 5 and 6; McCall-Crabbs. Standard Test Lessons in Reading; Webster Everyreader Series and Practice Readers, Basic Goals in Spelling, Webster's Word Analysis Charts, Webster's Classroom Reading Clinic. McGraw-Hill Co.; Turner-Livingston Reading Series, Basic Learning Program, World History Study Lessons, and American History Study Lessons. Follett Co. My Weekly Reader, various levels. Wesleyan University Press,Inc. Reading Skills Builders, various levels, Reader's Digest; Deep Sea Adventure Series, Morgan Bay Mystery Series. Harr Wagner Co.; Educational Development Laboratories Controlled Reader, Elementary Filmstrips and Listen and Read Tapes; Familiar Situations, Books II and III; Treanor, J. Phrases for Composition, Book I. Educators Publishing Service; Adventures for Today, Adventures for You, and Adventures Ahead. Harcourt, Brace & World; New Journeys in Reading. New Adventures in Reading, Adventure and Sports Books. Steck Co.; Seeing Through Arithmetic, Special Book B. Scott-Foresman.

(For complete listing, write directly to Project Director.)

VII

XL 7

Location: Indiana, Indianapolis

Title: Program of Intensified Education - (September 1964-ongoing)

Supervising Org: Identification Subcommittee of the Board's Committee for the Disadvantaged Child, Indianapolis Public School Board

Sources of Financial Support: Private foundation; Public School Board; and the Mayor's Committee on Human Rights

Project Director: Joseph Payne, Chairman, Identification Subcommittee, Research Supervisor, Indianapolis Public Schools, 150 North Meridian, Indianapolis, Indiana

Other Personnel Karl Kalp, Chairman, Committee for the Disadvantaged Child and Assistant Superintendent for Curriculum and Supervisor of Schools; George F. Ostheimer, General Superintendent, Indianapolis Public Schools; 72 specialized teachers and 50-60 college students paid to tutor; 8 testing psychologists.

Summary: Purpose: Teacher training, compensatory education, and upgrading the fundamental school-acquired skills; providing pupils with information and skills for employment.

Population: 8,800 boys and girls in the primary and elementary grades; 60% Caucasian, 40% Negro, all from deprived backgrounds.

Curriculum: General enrichment, reading, music, and tutoring in any academic subject.

Program and Methods: An after-school tutoring project with a radio program three times a week for 29 schools, aspirant teachers, remedial reading.

Other Comments: All compensatory activitites started this fall; evaluation would be premature.

Texts: Passow, Harry. Education in Depressed Areas.

Standard Tests: For identification of project areas: 13 criteria of achievement, I.Q., health and housing by selected grades of schools, using mean scores where possible and census tracts where possible. 4th Grade Hermon Nelson, 4th grade reading, 6th grade achievement index, grade 4 achievement index.

4

Location: Indiana, Indianapolis

Title: Wood High School - (1953-ongoing)

Supervising Org: Indianapolis Public Schools

Sources of Financial Support: Public School Board; civic donations

Project Director: Richard E. Emery, Principal, Wood High School, 501 South Meridian Street, Indianapolis 25, Indiana

Other Personnel: Counselors, occupational training teachers

Summary: Purpose: To offer a comprehensive high school program to meet the needs of all students, including the disadvantaged. To strengthen morale by providing training at a job in which success can be experienced to encourage a return to high school.

Population: Students at the Wood High School

Curriculum: Academic training; vocational training in auto body repair, barbering and beauty culture, cleaning and pressing, commercial food preparation, dental assistance, practical nursing, shoe rebuilding, and service station operation.

Program and Methods: Curriculum revision to help these students. Practical training can be taken with academic subjects or by itself. Those trained in practical trades often return to get a diploma.

Available Publications: Rummell, F. V. "Dick Emery Teaches Them from Hand to Head," Readers Digest, August, 1957.

VIII

Location: Kansas, Kansas City

Title: Proposed Program of Research for Juniper Gardens - (1965)

Supervising Org: Bureau of Child Research

Sources of Financial Support: National Institute of Child Health and Human Development

Project Director: Frederic L. Girardeau, Ph.D., Research Field Director, Bureau of Child Research Laboratories, Children's Rehabilitation Unit, University of Kansas Medical Center, 39th and Rainbow Boulevard, Kansas City, Kansas

Other Personnel: R. L. Schiefelbusch, Ph.D., Director, Bureau of Child Research; Juniper Gardens Administration; 1 co-director, 1 administrative coordinator, administrative committee of 7

Summary: Purpose: A pilot research project for: 1) studies of learning and development in young children; 2) longitudinal studies of the growth and development of selected groups of deprived children: 3) language development; 4) establishment of a preschool setting and investigation of the social interaction of low socio-economic and middle-class parents and their children in natural situations; and 5) providing training opportunities for professional persons who will study the developmental processes of children in urban, lower socio-economic environments.

Population: Juniper Gardens, a newly constructed housing development area--a Negro community of about 1,300 with a high percentage of preschool children.

Curriculum: Project will include psychological, educational, sociological, and medical disciplines.

Program and Methods: Research with very young children; follow-up of individual children over long periods of time during the experimental years, and investigation of variables existing in home and community. Application of research findings and approaches to the management, care, and treatment of retarded children. Development of specific training techniques to enable children to enter school with high-achievement motivation, and average or above average language skills.

Available Publications: Bureau of Child Research Laboratories. "A Proposed Program of Research for Juniper Gardens." 1964.

VII

for INDIO see Fresno, California

Location:	Missouri, Kansas City
Title:	Junior Practicum - (Fall 1961-ongoing)
Supervising Org:	School of Education, University of Missouri
Sources of Financial Support:	Ford Foundation, 25%; School of Education, University of Missouri
Project Director:	Frank Markus, Assistant Proferror, School of Education, University of Missouri, Kansas City, Missouri
Other Personnel:	4-8 teachers, 6 graduate assistants, 2 specialized teachers.

Summary: Purpose: 1) To provide a team-teaching, experience-centered depth and breadth approach to the art and science of teaching, 2) to provide an opportunity to work with people of differing abilities, social class, values and home conditions, 3) to provide a theory-practice "testing ground" early in a students' preparation for teaching so that occupational decisions are explored early and student teaching experience can be more meaningful; 4) to explore and develop techniques of working with small groups.

Population: Since 1961, 350 boys and 350 girls in teacher education at the University of Missouri; 90% Caucasian, 10% Negro; practicing in a full range of social agencies.

Curriculum: Varied field experience in teacher education.

Program and Methods: Practice and experience for students in dealing with inner-city schools and institutions and varied socio-economic backgrounds and problems.

IV

Location: Missouri, Kansas City

Title: The Special Scholarship Program - (February 1962-ongoing)

Supervising Org: Public School District of Kansas City

Sources of Financial Support: Kansas City Association of Trusts and Foundations, 1/3;
Member Trusts of the Kansas City Association, 1/3;
Ralph L. Smith Foundation, 1/3.

Project Director: Mrs. Ann Johnson, Coordinator, Department of Guidance, School District, Kansas City, Missouri, 1211 McGee Street, Room 920.

Other Personnel: Teachers and school counselors

Summary: Purpose: To increase college attendance among students from economically, culturally, and educationally marginal segments of the population.

Population: 205 students (in the first 3 years) are currently enrolled in 37 colleges and univerities. These are students who are educationally disadvantaged but who show academic potential and whose current interests and attitudes show some possibility of success in college. 55% Caucasian, 45% Negro.

Curriculum: Humanities Seminar offered to high school sophomores and juniors in attempt to increase cultural values. College Readiness Course, required for all scholarship recipients, teaches college skills in reading, writing, study skills, general college orientation, career information, individual and group guidance on dating, budgeting, etc. The course provides a week on college campus.

Program and Methods: Special courses as above are offered in the regular summer high school sessions. Financial aid given, visits to college campuses by director, continued guidance and encouragement.

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III-C

Location: Missouri, Kansas City

Title: The Work Study Program - (1961-1969)

Supervising Org: Kansas City Board of Education

Sources of Financial Support: Public Schools of Kansas City; Kansas City Association of Trusts and Foundations; the Ford Foundation

Project Director: Ralph Berry, Director, Work-Study Program, Public Schools, Kansas City, Missouri

Other Personnel: 4 teachers, 4 work supervisors, 4 assistant work supervisors, 3 employment coordinators

Summary: Purpose: To reduce the dropout rate and delinquent behavior rate of boys likely to become so by a program of modified classroom study, combined with systematic and supervised work-experience from the 8th grade on.

Population: 424 Negro and Caucasian boys, originally chosen in 7th grade who are potential dropouts and delinquents, identified by testing for aggressive maladjustment, failure in school work; findings are confirmed by a school interview. One-half is experimental group and one-half, control.

Curriculum: Half-day academic program, very basic, designed to teach the role of an adult citizen.

Program and Methods: Stage I: Work for one-half day in groups of 10-25 and one-half day academic work. Stage II: Paid part-time employment for one-half day and one-half day academic work. Stage III: Full-time work for boys aged 16-18. Constant supervision and guidance.

Texts: Curriculum Guides for Grades 8, 9, and 10. $1.00 per copy.

Standard Tests: Behavior Description Chart; "Who Are They?" test.

Available Publications: Original Proposal, and Progress Reports 2 and 3.

II

L X

Location: Missouri, Kansas City

Title: Preschool for Disadvantaged - (October 1963-ongoing)

Supervising Org: Kansas City Section, National Council of Jewish Women; Kansas City Public Schools

Sources of Financial Support: National Council of Jewish Women, 100%;

Project Director: Mrs. Frank Meyer, 410 East 10th Street, Kansas City, Missouri

Other Personnel: John Clair, Director of Compensatory Education, Kansas City Schools, 714 East 11th Street, Kansas City, Missouri; 1 teacher, 9 full-time volunteers, and 4 part-time volunteers.

Summary: Purpose: To help prepare 4-year old children, from a severely deprived area, for entrance to kindergarten.

Population: 4-year old boys and girls, 100% Negro, selected by area, and by referrals from outside sources.

Curriculum: Suited to the 4-year old's needs, with special emphasis on communication, increasing their attention span and broadening their experiences through visual projects and field trips, art, and music.

Program and Methods: Visits to community places of interest, parental counseling and guidance, use of audiovisual techniques, and health care. The nursery school meets 3 mornings per week, with the hope of expanding to 5 mornings. Plans are to hold weekly parent visiting sessions, where mothers will come and spend the morning in an informal discussion of pointers on good shopping, health tips, etc., while their youngsters are in another room in class.

L✓ ~~II~~

Location: Missouri, St. Louis

Title: Banneker Preschool Project of the St. Louis Section, National Council of Jewish Women - (February 1963-ongoing)

Supervising Org: St. Louis Section, National Council of Jewish Women, Banneker District, St. Louis Public School System.

Sources of Financial Support: Auxiliary group

Project Director: Mrs. Virginia S. Brown, Supervisor of the ungraded primary of the Banneker District, St. Louis Public Schools; Mrs. Jerome Sandweiss, Council of Jewish Women, 7164 Washington, St. Louis 30, Missouri

Other Personnel: 25 volunteers, many of whom are former teachers.

Summary: Purpose: Demonstration project to provide experiences for preschoolers on which to build in the kindergarten and during later school life.

Population: 30 boys and 30 girls, 4 years old, most from large families; all Negro; all occupants of high-rise public housing in the Banneker District, and to enter the same kindergarten the following year.

Curriculum: General enrichment with emphasis on oral language; listening, personal habits, social skills, physical development, and field trips. The attempt is made to externalize experiences.

Program and Methods: 4 groups of children, about 15 in each group, attend twice a week, making a total of 8 sessions. Relative, usually older brother or sister, brings the children and takes them home. Program includes a day-and-a-half training session for volunteers; monthly meetings of the Council's Banneker Committee to discuss and evaluate the program; guest speakers come to evaluation meetings; resource people for special enrichment, e.g., musicians, puppeteers, etc., come to the preschool.

Standard Tests: Plan to use the Peabody and Goodenough tests in Fall at the beginning of school with a control group who did not have preschool before kindergarten.

Other Comments: A monthly meeting is held with the parents.

I

Location: Missouri, Kansas City

Title: Lincoln-Manual Plus Projects - (September 1963-1964)

Supervising Org: Division of Instruction, Kansas City School District

Sources of Financial Support: Kansas City School District

Project Director: John A. Clair, Humboldt School, 714 East 11th Street, Kansas City, Missouri

Other Personnel: Mrs. Juanita Yancey and Mrs. Stella Minturn, General grade Consultants, Humboldt School, 714 East 11th Street, Kansas City, Missouri; Mrs. Virginia Brown, Reading Consultant; Wilbur Goodseal, Speech Improvement Specialist; Darby Ervin, Home-School Coordinator; Alvin Brooks, Home-School Coordinator, all at the Humboldt School; 10 specialized reading teachers, 110 part-time volunteers.

Summary: Purpose: To improve reading ability of low-motivated, culturally disadvantaged children; to improve attitudes of children and parents toward school; to meet needs of children, with cooperation of home, school, and community.

Population: 2600 boys and 3000 girls in 8 elementary schools, 1 junior high school, and 1 vocational-academic high school in the inner-city area of Kansas City; 95% Negro and 5% Caucasian.

Curriculum: General cultural enrichment; reading, writing, and language arts; speech improvement.

Program and Methods: Study centers; after-school and summer-school programs; visits to community places of interest and visits to homes; pupil and parental counseling; library projects; public relations campaign; breakfast program for the children.

Other Comments: 2 preschools, 8 public elementary schools, 1 public junior high school, and 1 vocational-academic high school are included in the program. 1 preschool is operated by the Council of Jewish Women, and the other by the Midtown Preschool Foundation.

Standard Tests: Iowa Test of Basic Skills

Available Publications: Progress Report covering activities of the 1963-64 school year.

LX I

Location: Missouri, St. Louis

Title: National Council of Jewish Women Remedial Reading Program - (1963-ongoing)

Supervising Org: National Council of Jewish Women, St. Louis Section; St. Louis Remedial Reading Clinics

Sources of Financial Support: Volunteer Program; school supplies furnished by Clinics

Project Director: Mrs. Robert Shifrin, Volunteer Chairman, St. Louis Section, National Council of Jewish Women, 7164 Washington, St. Louis, Missouri

Other Personnel: Miss Winifred Concannon, Supervisor of Remedial Clinics; Dr. William Kottmeyer, Superintendent, St. Louis Public Schools; Mrs. Roswell Messing, Jr.; 6 specialized teachers; 20 full-time and 2 part-time volunteers. A new group of 33 volunteers is being trained to be ready by June.

Summary: Purpose: To enlarge the teaching staff in the public school reading clinics in order to reach a larger group of children; prevention of school dropouts and juvenile delinquency by trying to bring these children up to their grade level, thus enabling them to move successfully with their class. Six clinics are involved in which children from neighboring schools who need remedial reading participate.

Population: All children in the St. Louis Public Schools needing remedial reading, approximately 75% of whom are boys; 1st grade through high school; Caucasian, Mexican, Negro, and Oriental; referred by teachers and outside sources.

Curriculum: Remedial reading on a tutorial basis; not more than 3 to 1.

Program and Methods: Special training of volunteers; tutorial projects; in 1963 and 1964 the project staffed a 4-week summer school. They teach the remedial reading program as specified by Dr. William Kottmeyer, Superintendent, St. Louis Public Schools, and by the St. Louis Remedial Reading Clinics. The children are given diagnostic tests at end of each semester.

Texts: Kottmeyer-Ware Conquests in Reading; Kottmeyer-Ware, Magic World of Dr. Spells; Teacher's Guide for Remedial Reading, 1959, Webster Division, McGraw-Hill

Standard Tests: Standardized Reading Paragraph, Wm. S. Gray; Basic Sign Word Test, A. Dolch; St. Louis Public Schools Diagnostic Spelling Tests; Gates Advanced Primary; Gates Reading Survey

OK

VIII

Location: Missouri, Kansas City

Title: Midtown Preschool Foundation, Inc. - (June 1964-ongoing)

Supervising Org: Midtown Preschool

Sources of Financial Support: Kansas City Association of Trusts and Foundations, 90%; Public School Board, 10%

Project Director: Mrs. Henry C. Haskell, 648 East 45th Street, Kansas City, Missouri 64110

Other Personnel: Mrs. Edith Hellerstein, Principal Investigator, Midtown Preschool, 6931 Edgevale Road, Kansas City; Mrs. Ben Eiseman, Co-ordinator of Volunteers, 1220 West 68th Terr- Kansas City; 1 teacher, 15 volunteer teachers' aides, 3 part-time social workers, 4 part-time home visitors, 3 part-time psychologists, and 6 other part-time volunteers.

Summary: Purpose: Pilot or exploratory study - To bring children from deprived backgrounds up to a level of achievement which will allow them to go on to primary education with reasonable expectation of success. Long-range objective is to develop techniques that will be widely applicable in such circumstances.

Population: 12 boys and 10 girls of preschool age, 90% Negro, 10% Caucasian.

Curriculum: General enrichment to develop feelings of confidence, self-image, verbal ability, awareness of the world, and auditory discrimination.

Program and Methods: Home School Institute for mothers (home economics, beauty care, sewing, discussions on child care); summer school in 1964; visitors, pupil and parental counseling and guidance health care, public relations campaign; trips to library, zoo, farms.

Available Publications: Haskell, et al. Preliminary Report Kansas City Midtown Preschool Foundation. Summer, 1964.

VIII

mentioned in text not written up; not necessarily for disadvantaged

Location: Missouri, University City

Title: Reading Laboratories: i/t/a - (April 1964-June 1966)

Supervising Org: University City Public Schools

Sources of Financial Support: Ford Foundation and Public School Board

Project Director: Mrs. Glenys G. Unruh, Coordinator, Comprehensive Project, University City Public School, 640 Harvard Avenue, St. Louis, Missouri 63130

Other Personnel: Otto F. McClintick, Coordinator, Reading (above address); Mrs. Melanie B. Knight and Earl H. Greeson, Principals (above address); Phillip H. DuBois, Psychologist, Washington University, St. Louis, Missouri 63105; 1 teacher, 1 part-time social worker, 2 part-time consultant psychologists, and 1 testing teacher.

Summary: Purpose: To study most effective way of organizing developmental instruction in reading and language arts; to test materials and methods; to increase supporting services to children and their parents; and to provide system-wide staff instruction.

Population: 22 boys and 21 girls in the 2nd and 3rd grades; 95% Caucasian and 5% Oriental, all with low grades.

Curriculum: General enrichment, instruction in reading, writing, language arts, and spelling.

Program and Methods: Research and demonstration with the use of i/t/a/ method of reading. Special teacher selection and training, pupil counseling; classroom reorganization, improved teacher-student ratio; revising of materials; health care; and professional conferences.

Texts: John Downing Readers. Initial Teaching Publishing Co. LTD: 9 South Hampton Place, London, England WC 1; Early to Read Series. 20 East 46th Street, New York, New York. i/t/a Publications, Inc.

Standard Tests: Stanford Achievement Test, Gates Primary (and Advanced) Reading Tests, Iowa Tests of Basic Skills (Reading), Scott Foresman Tests, A-M-L Behavior Rating Scale, California Test of Mental Maturity.

Available Publications: McClintick, O. F. "Project Reading," June, 1964.

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VIII

Location: New York, Kingston

Title: Project ABLE - (March 1961-ongoing)

Supervising Org: State Education Department, Albany, New York

Sources of Financial Support: Public School Board, 70%; State Office of Education, 30%

Project Director: Ronald LeBlanc, Coordinator, Myron J. Michael Junior High School, Andrew Street, Kingston, New York

Other Personnel: Murray Weiss, psychological services; Douw Meyers, counselor, Myron J. Michael Junior High School; Miss Kirshenblum, Kingston High School; Mrs. Doris Perry, Kenneth Hyatt, and Mrs. Ethel Rodgers, teachers - all of George Washington School. Staff includes 1 social worker and school nurse.

Summary: Purpose: To change behavior patterns of children of poor backgrounds and to instill in them the importance of proper social behavior and achievement to enable them to accomplish their goals.

Population: 102 boys and girls from 4th to 11th grades; 85% Caucasian, 10% Negro, and 3% Puerto Rican, all from a low socio-economic area. Selected by evaluation of school psychologist, home visits, teacher referrals.

Curriculum: General enrichment, instruction in reading, writing, language arts; ~~remedial work, group and individual counseling sessions~~, development of cultural interests.

Program and Methods: In-service teacher training, ~~visits to community, guest speakers~~, ~~individual and group counseling, visits to homes~~, health care, and improved student-teacher ratio.

Other Comments: This is the 4th year of Project Able in Kingston. Have applied for state aid to continue and to expand the program.

Standard Tests: WISC

ok XVIII

Location: New York, New York

Title: A Project to Demonstrate the Impact on Reading Progress of Concentrated Use of Resource Personnel, Instructional Techniques, and Specialized Materials in Building Language Power in Disadvantaged Children - (1965-1968)

Supervising Org: Board of Education, Elementary Division

Sources of Financial Support: Board of Education; the Vincent Astor Foundation

Project Director: Helene M. Lloyd, Assistant Superintendent, Division of Elementary Schools, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York

Other Personnel: None assigned to date. (Assignments will include a Director, 5 language-experience teachers, research technician, audiovisual coordinator, consultants.)

Summary: Purpose: To demonstrate the impact on reading progress of concentrated use of resource personnel, instructional techniques, and specialized materials in building language power in disadvantaged children.

Population: Approximately 1,500 extremely disadvantaged children from 10 schools, grades kindergarten through 4th, will be included the 1st year. Not fewer than 3,000 pupils will be included over a 3-year period.

Curriculum: Background experiences, concept building, listening and speaking skills needed as a basis for reading progress.

Program and Methods: Language-experience teachers will work with classroom teachers. Many audiovisual aids will be used. Parents of the children will be helped by taking excursions, learning how their children are taught reading, etc.

Tests: Grades 1-4 Metropolitan Reading Tests; New York City Pre-Reading Assessment Scale; Test of Listening Ability (being designed); and questionnaires, interviews, etc.

VII.

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trainin

Location: Pennsylvania, Kutztown

Title: Student Teaching in a Preschool Environmental Enrichment Program - (June 22, 1964-July 31, 1964)

Supervising Org: School District of Bethlehem, Pennsylvania; Kutztown State College

Sources of Financial Support: Students pay regular fees

Project Director: Dr. Ray Stine, Department of Public Instruction, Harrisburg, Pennsylvania

Other Personnel: Dr.Josef Gutekunst, Assistant Dean of Academic Affairs, Kutztown State College, Kutztown, Pennsylvania

Summary: Purpose: Training teachers to deal with educationally disadvantaged children.

Population: Elementary education students from Kutztown State College

Curriculum: Teacher Training

Program and Methods: Six-week summer course, including one week orientation at Kutztown State College; 4 weeks closely supervised practice-teaching experience in Bethlehem, and post-teaching session at Kutztown State College. Team teaching and teaching of special fields will be included.

Location: Illinois, Lake Forest

Title: Lake Forest College Tutorial Project - (January 1964-ongoing)

Supervising Org: Lake Forest College

Sources of Financial Support: Social Agency, 30% ; auxiliary or other local group, 20%; Public School Board (from private source), 50%

Project Director: Jane Fernald, Mr. Charles Williams, Co-Chairmen, Lake Forest College, Lake Forest, Illinois

Other Personnel: Dr. D. Smucker, Chaplain, Lake Forest College; Robert Amaden, Secretary, Lake Forest College; and Andrew Janover, President, Citizenship Council, Lake Forest College; plus help of regular public school teachers when needed; 3 social workers, 5 part-time volunteers.

Summary: Purpose: To give children individual attention; to motivate them to do better work on their own.

Population: Approximately 64 children in the settlement house and 115 in the public school (100 boys, 79 girls), [illegible]; 85% Negro, 10% Puerto Rican, and 5% Caucasian.

Curriculum: Cultural enrichment, and subjects according to the need of the child.

Program and Methods: One-to-one tutoring with emphasis more on building a personal relationship between tutor and tutee than on the educational aspect.

V-C

L 201 ✓ college

Location: Pennsylvania, Lancaster

Title: Pre-College Enrichment Program (PREP) - (June 1964-August 1964)

Supervising Org: Franklin and Marshall College

Sources of Financial Support: David Rockefeller; auxiliary groups

Project Director: Dr. Gerald E. Enscoe, Department of English, Franklin and Marshall College, Lancaster, Pennsylvania

Other Personnel: Keith Spalding, President, Franklin and Marshall College; Robert Taylor, Chaplain at the College; 7 instructors, 1 teacher's aide, 10 student tutors, and 1 remedial reading teacher.

Summary: Purpose: To prepare students in important verbal and mathematical skills needed to succeed in college. Remedial objectives were strongly supplemented by an overall effort to introduce students, most for the first time, to the satisfaction of intellectual pursuits.

Population: 55 pre-college students, male, 98% Negro and 2% Caucasian; selected from the entering classes of 5 cooperating colleges; Lincoln University, Cheyney State College, Morgan State College, Delaware State College, and Franklin and Marshall.

Curriculum: Instructional program designed to offer maximum individual attention in English, humanities, mathematics, reading, and composition.

Program and Methods: A pair of tutors worked with each group of 11 students in tutorial and instructional sessions. They lived with their groups in the college dormitories, helped them prepare assignments, and stumulated bull sessions. Films with intellectual content were shown at least once a week and discussed. Social affairs, field trips to places of historical interest, cultural events, and physical recreation supplemented the academic program.

Other Comments: When students first arrived they scored around the 30th percentile in comparison with all college freshmen. Eight weeks later the group scored near the 60th percentile.

Texts: Baldwin, J. Go Tell It on the Mountain; Ellison, R. The Invisible Man; Genet, J. The Blacks; Kafka, F. Amerika; Ives and Mitchell. Language, Style, Ideas, The Writer's Challenge; Altwerger, S. Modern Mathematics, an Introduction.

Standard Tests: STEP - Reading, writing, essay, mathematics, Forms 1A-1B

V-C college

Location: Pennsylvania, Swarthmore

Title: Swarthmore-Wade House Study Program - (July 1964-August 1964)

Supervising Org: Swarthmore College and The Robert Wade Neighborhood House, Chester, Pennsylvania

Sources of Financial Support: Scott Paper Company Foundation; The Anna H. and Elizabeth M. Chace Fund; the New World Foundation, and private donors.

Project Director: William Cannady, Senior Counselor, Simon Gratz High School, Philadelphia, Pennsylvania

Other Personnel: Alan R. Hunt (Chairman of the Board, Wade House); James Robinson (Swarthmore '64), Gilmore Stott (Administrative Assistant to the President, Swarthmore College), Co-Chairmen; 1 program director, 12 Swarthmore graduates and undergraduates serving as counselors; 30 part-time volunteers.

Summary: Purpose: A pilot and demonstration project to provide educational opportunities for deprived groups, especially Negro; to provide a small but positive step in face of urgent problems; to evaluate strength and weaknesses of such a program; and to help Swarthmore students develop knowledge and skills regarding such social concerns.

Population: 17 boys and 17 girls of the 8th and 9th grades; 50% Caucasian, 50% Negro, all from non-college backgrounds with strong potential for higher education.

Curriculum: Wide range of instruction provided. Children exposed to a variety of subject-matter areas through morning lectures and follow-up discussion periods. Afternoons spent in elective courses, writing, performing plays, art, and music, recreational activities, etc.

Program and Methods: Summer school program with much individualized attention, field trips, guest speakers, and opportunities for children to explore new areas and gain contacts with new ideas. Located on Swarthmore College campus, with use of the facilities of the Swarthmore Friends Meeting.

Other Comments: Written report in preparation. Program considered a strong success but have not yet decided about continuation, though some follow-up is assured.

IV

203

Location: California, Lennox

Title: Centinela Valley Compensatory Education Project - (1963-1965)

Supervising Org: Centinela Valley School District

Sources of Financial Support: McAteer Act

Project Director: Laban Strite, Lennox High School, 11033 South Buford Avenue, Lennox, California

Other Personnel: Dr. W. R. McDonald, Superintendent, Centinela Valley School District, 365 Hawthorne Way, Hawthorne, Calif.; a counselor-teacher team.

Summary: Purpose: To cope with problems of culturally disadvantaged 10th graders in an attempt to lower the dropout rate.

Population: Potential male dropouts in the 10th grade at Lennox High School. Students are those with very low reading skills, anti-social behavior patterns, dislike for school, but near normal intelligence quotient.

Curriculum: Group counseling for a 3- or 4-month period, then group enters a special classroom situation for a 2-hour period each day. This class is in lieu of English and social studies classes. Counseling continues one hour per week.

Program and Methods: In-service training program for potential teachers and counselors who work as team with boys in the program.

Other Comments: 1) This year's program includes a boys' and girls' group. 2) Emphasis is placed on developing responsibility for life situations regardless of previous trauma or deprivation. All relationships with the project student, whether counseling or classroom, confront him with realistic opportunities to grow and mature as a person.

Texts and Standard Tests Used: Texts and tests, though used, are not considered sufficiently meaningful to warrant special mention.

Available Publications: It is planned to make a published report and analysis of the project sometime this spring.

IV

Location: California, East Palo Alto

Title: Sequoia Union High School District Compensatory Education Program - (1963-1965)

Supervising Org: Sequoia Union High School District:

Sources of Financial Support: McAteer Act

Project Director: Elizabeth Van Dalsem, Guidance and Research Director, 480 James Avenue, Redwood City, California 94062

Other Personnel: Malcolm J. Taylor, Principal, Ravenswood High; Dr. Rex H. Turner, Superintendent, Sequoia Union High District; and regular staff of Ravenswood High School, plus one teacher training consultant.

Summary: Purpose: To increase faculty understanding of student and community needs; to determine what kind of experimentation should be developed to improve self-concept of student; to change curriculum to better meet the needs of students unable to succeed in the traditional middle-class, college oriented curriculum.

Population: Regular population of school included, one-half of which is Negro.

Curriculum: Small group counseling

Program and Methods: Teachers meet for one and one-half hours per week under leadership of consultant; student counseling; delineation of areas for future study.

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VII

Location: Kentucky, Lexington

Title: Developing Procedures for In-Service Education of School Administrators - (July 1964-August 1965)

Superviging Org: College of Education, University of Kentucky

Sources of Financial Support: Federal Office of Education, 67%

Project Director: J. R. Ogletree, College of Education, University of Kentucky, Lexington, Kentucky

Other Personnel: Fred Edmons, J.B. Kincheloe, and Louis Swanson, Associate Directors, College of Education, with school administration staff supported by anthropologists, social psychologists, sociologists, and political scientists, plus 3 graduate assistants.

Summary: Purpose: 1) To develop new understanding about on-the-job in-service education of school administrators in rural, culturally deprived, and economically depressed school districts; 2) to determine the extent to which administrators modify their performance; 3) to use "field work" as a part of advanced preparation of young administrators by including them as members of the College inter-disciplinary team.

Population: Full-time administrators and supervisors in 4 rural, culturally deprived county school districts in Eastern Kentucky; 50 men and 10 women, Caucasian, ages 32-68.

Curriculum: To use local schools and school districts as laboratories in which local administrators are helped to extend job concepts, acquire knowledge and skills pertinent to job.

Program and Methods: Bi-weekly meetings of each district team with individual internship for each participant. Basic problem-solving method in working with local districts as district-teams and individual team members to identify administrative problems, gather information, develop proposed solutions, test the proposed solutions, and abstract meaning regarding school administration.

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VI-B

Location: California, Los Angeles

Title: Study of Delinquent Gangs (remedial reading part only) - (July 1961-July 1965)

Supervising Org: Youth Studies Center, University of Southern California, Los Angeles, California; Los Angeles County Probation Department

Sources of Financial Support: Foundation, 60%; County Probation Department, 30%; community support, 10%

Project Director: Malcolm W. Klein, Ph.D., Youth Studies Center, University of Southern California, Los Angeles, California

Other Personnel: 15 teachers, 6 social workers, and 15 part-time volunteers (USC students)

Summary: Purpose: Out-of-school remedial reading and tutorial help for gang members.

Population: 60 Negro boys and girls of high school age (out of 600 in project).

Curriculum: General enrichment, reading, language arts, math, and science.

Program and Methods: Tutorial help, remedial classes, after-school programs, study centers; visits to homes of pupils, and pupil and parental guidance.

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VIII

Location: California, Los Angeles

Title: Workreation Program of the Los Angeles City Department of Recreation and Parks and Los Angeles City Schools - (March 1963-August 1963)

Supervising Org: Los Angeles City Recreation and Park Department; Los Angeles Board of Education

Sources of Financial Support: Public School Board, 1/3; Recreation and Park Department, 2/3

Project Director: Joe Smith, Supervisor, City Recreation and Park Department, 305 City Hall, Los Angeles, California 90012

Other Personnel: Mr. D. L. Brubaker, Supervisor, Work Experience Education, Los Angeles Board of Education, 1822 East 7th Street, Los Angeles, California. Five public high schools involved with the staff for the project, including two teachers, three work leaders, and a recreation director.

Summary: Purpose: Pilot study, research and demonstration - To develop positive values, work habits, and attitudes in underprivileged teen-agers, and to help them learn fundamental labor skills and receive financial assistance.

Population: Approximately 45 boys of high school age; 80% Mexican, 10% Negro, 8% Caucasian, and 2% American Indian.

Curriculum: Reading, language arts, math, work therapy, and physical fitness through recreation; training in labor skills and use of hand tools was followed with work experience in the field at work projects in city parks.

Program and Methods: A school-dropout program with pupil counseling, visits to pupils' homes, classroom reorganization, and professional conferences.

Other Comments: This was a pilot project extending for a period of approximately six months.

Available Publications: Brubaker, D. "Supervisor-Work Experience," Los Angeles Board of Education. September 18, 1964.

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VIII

Location: California, Los Angeles

Title: Outcomes of Day Care - (June 1962- March 1964)

Supervising Org: Research Department, Welfare Planning Council, Los Angeles

Sources of Financial Support: Children's Bureau, Research Department, Welfare Planning Council, Los Angeles Region

Project Director: Elizabeth Prescott, Welfare Planning Council, 731 South Hope Street, Los Angeles 17, California

Summary: Purpose: To establish the degree of congruence between child-rearing practices and values in the home and in the day-care setting; and to determine the influence of varying degrees of congruence upon the children.

Population: A total of 30 day-care centers and nursery schools; Caucasian, Negro, and Mexican preschoolers.

Curriculum: Interviews and evaluation

Program and Methods: This is a research project using the method of interviewing mothers, teachers, and directors involved in the schools. 316 interviews were taken.

Available Publications: Prescott, Elizabeth, and Jones, Betty, with Ellison, Mary. Day Care and Nursery Education in Los Angeles County. May, 1964. $2.00; Prescott, Elizabeth, with Harris, Joan, Drake, Sarane l., and Rue, Sally. Children in Group Day Care, The Effect of a Dual Child-Rearing Environment. June, 1964. $4.50; Prescott, Elizabeth and Jones Betty. Directory of Day Care Facilities for Pre-School Children in Los Angeles County. September, 1962. $2.50.

V-C

Location: California, Los Angeles

Title: STEP (Student Tutorial Education Project) - (July 1, 1963-August 9,1963)

Supervising Org: Los Angeles City Schools

Sources of Financial Support: Los Angeles City Schools; local College Fraternity

Project Director: Jesse H. Sterling, teacher, Los Angeles City Schools, Los Angeles, California

Other Personnel: 60 volunteer college-age student-tutors under the supervision of a director, advisor, administrative assistant, 3 coordinators, and 1 staff editor.

Summary: Purpose: To improve the study habits of students, thus enabling them to realize scholastic success more readily and effectively; to raise the aspirational levels and broaden the cultural and occupational horizons of these youth, and to increase the self-confidence of students in their ability to learn.

Population: Approximately 130 students from Manual Arts High School; 90% Negro, 10% Caucasian, Oriental and Mexican, who volunteered for summer sessions.

Curriculum: General enrichment; tutoring sessions emphasized individual help for the high school students in history, literature, government, language arts, mathematics, and science.

Program and Methods: Daily after-school study sessions during Manual Arts' regular summer school session--a six-week session.

Other Comments: Students' grades improved and evaluation of staff and student self-evaluation questionnaires revealed good enthusiasm on the part of both. Six-week session was too short. With better and more efficient organization beforehand, a smaller administrative staff could be used.

Available Publications: Los Angeles City Schools, Division of Secondary Education. Student Tutorial Education Project. Fall, 1963

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I

Location: California, Los Angeles

Title: Los Angeles City Schools Compensatory Education Program - (1963-ongoing)

Supervising Org: Los Angeles City School District

Sources of Financial Support: McAteer Act

Project Director: Harry Handler, Director of Research, Los Angeles City Schools, Box 3307, Terminal Annex, Los Angeles 90054

Other Personnel: George McMullen, Los Angeles City Schools; Jack B. Crowther, Superintendent, Los Angeles City Schools; plus other staff specialists who will be working continuously with the program assuring special assistance to teachers involved.

Summary: Purpose: To supplement the regular school program in ways that will increase the opportunities of the educationally disadvantaged child to succeed in school.

Population: 1400 boys and girls from preschool through high school in the 8 elementary, 3 junior, and 2 senior high schools in the city of Los Angeles' disadvantaged areas; varied racial composition.

Curriculum: Remedial reading, arithmetic, communication skills; counseling.

Program and Methods: Parent education classes in 8 elementary schools, consisting of 15 sessions in each school; child observation classes in 5 adult schools, 3 hours a week for school year (preschool); school-community coordinator for area newcomers; 9-hour-week evening counseling program for pupil and parent; library activities; after-school study centers; special training materials; teacher aids.

X

I

Location: California, Oakland

Title: Oakland Interagency Project - (1962-1965)

Supervising Org: Oakland Interagency Project

Sources of Financial Support: Ford Foundation, 75%; Public School Board, 25%

Project Director: Norvel Smith, City Hall, Oakland, California

Other Personnel: J. M. Regal, Research Director; Andrew J. Viscovich, School Program Coordinator, Oakland Public Schools, 1025 Second Avenue, Oakland; staff includes: 8 teachers, 1 social worker, 1 psychologist, 2 librarians at elementary schools, 2 school-community workers, 2 research assistants, 1 work experience coordinator, 2 attendance supervisors, 3 counselors.

Summary: Purpose: To demonstrate selected means of intervention in the lives of educationally deficient pupils, with the desired outcome of compensating for their disadvantage through intensive, experimental techniques.

Population: 2 high schools, 1 junior high school, 4 elementary schools; 70% Negro, 20% Caucasian, and 10% Mexican.

Curriculum: General enrichment; instruction in reading, writing, and language arts.

Program and Methods: Reception centers for counseling of children and parents new to area; remedial reading and language development for primary grades; preschool instruction; noon-time and after-school library activities; evening study centers; summer workshops, youth employment, and pre-dropout guidance; facilities for teen-age pregnant girls; curriculum material development.

Standard Tests: Preschool: Peabody Picture Vocabulary, Vineland Social Maturity, Perceptual Ability Forms. Instructional Program: Kuhlman Anderson, grades two, four, and six; Stanford Achievement, grades two, four, and six; SCAT, STEP, grades five, eight, and eleven.

Available Publications: Condensation of Research; Summary Digest; Library Skills Test; Adult Education; Study Center

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III-A

Location: California, Los Angeles

Title: Willowbrook School District Compensatory Education Project - (1963-1965)

Supervising Org: Willowbrook-School-District

Sources of Financial Support: McAteer Act

Project Director: Mrs. Doris Austin, Willowbrook School District, 1623 East 118th Street, Los Angeles, California 90059

Other Personnel: Mrs. Itasca C. Lewis, Assistant Superintendent in Charge of Educational Services; Leonzie B. Howard, Psychologist, Willowbrook School District; Lloyd D. Dickey, Superintendent, Willowbrook School District

Summary: Purpose: To develop a transitional class for 4th and 5th graders and utilize the liaison team contact method.

Population: All children in the 4th and 5th grades in school district screened for participation (1500). Selection of 500 made by standing committee of psychologist, social case worker, and curriculum administrators.

Curriculum: Same as in regular class with exception of intensity, consistency (after-school hours), and level. Special cultural activities, e.g., art, music, trips, etc.; counseling. Extensive library use; special emphasis on the language arts. Numerous assemblies - pupils and speakers.

Program and Methods: Gathering of data; control, experimental, and reserve groups will be established for comparative analysis purposes. Curriculum development, etc.

Other Comments: Weekly teacher in-service meetings, Tuesdays 4:30-6:00 p.m. Made extensive use of group and individual conferences.

Texts: Supplementary books

Standard Tests: California Mental Maturity; WISC and Binet Intelligence tests; California Achievement Test; Service or Running Words Test (not standardized)

Available Publications: Willowbrook Extended Learning Program, Willowbrook School District, 1963-1964.

III-A

Location: California, Oakland

Title: The Willow Manor Oral Language Project - (September 1963-June 1965)

Supervising Org: Public School System; Board of Education

Sources of Financial Support: Board of Education, 33-1/3%; State Office of Education, 66-2/3%

Project Director: Robert R. Wheeler, Director, Special Urban Projects, Oakland, California

Other Personnel: Edward F. Cockrum, Assistant Superintendent, Oakland Unified School District; John R. Pichotto, Principal, Willow Manor School, Oakland; Mrs. Cora Mary Jackson, Teacher Assistant, Willow Manor School; 13 teachers and 13 teachers' aides; 5 volunteer tutors; 1 testing psychologist.

Summary: Purpose: To imrove language patterns of culturally disadvantaged children.

Population: 55 kindergarten pupils from low socio-economic areas; 400 elementary students; 96% Negro, 10% Caucasian, and 3% Mexican.

Curriculum: Language improvement through special techniques.

Program and Methods: Specially developed: e.g., flannel board stories; recordings of readings and choral speakings; puppet shows; also frequent recordings to check progress; in-service program.

Standard Tests: Stanford Achievement; SCAT-STEP; Kuhlman-Anderson.

VI-A

Locaation: California, Los Angeles

Title: The Back-to-School Project - (August 1963-June 1964)

Supervising Org: Los Angeles City Schools

Sources of Financial Support: Los Angeles City Schools; Federal Government through the State Department

Project Director: Samuel W. Harper, Head Counselor, David Starr Jordan High School, 2265 East 103rd Street, Los Angeles 2, California

Other Personnel: Project Administrator: Isaac H. McClelland, Principal, David Starr Jordan High School; 5 full-time teachers, 2 grade counselors, 1 work-experience counselor, plus administrative personnel and several advisors (not on payroll) from the Los Angeles City Schools.

Summary: Purpose: To discover whether school dropouts can be motivated, through individualized field counseling assistance, to develop, to enter, to implement, and to follow through with an individualized planned program of schooling and job-readiness training leading to the related goals of: 1) further training, and 2) eventual employment.

Population: High school dropouts or potential dropouts, 80% Negro, 20% Caucasian; selected by interview and teacher referrals with an eye to their positive desires to return to school.

Curriculum: General enrichment; help with high school subjects; remedial reading and shop courses.

Program and Methods: Tutorial projects, study centers; field trips to places of vocational interest; individual and group counseling in homes and school for both students and their parents.

Other Comments: The operating staff and Superintendent of Research and Vocational Guidance from the Evaluation and Research Section, and the Superintendent of Counseling and Guidance for Senior High Schools, Division of Secondary Education, will make a report based on evaluations by counselors and counselees, test scores, school grades, progress rating, etc. A follow-up study is proposed.

Available Publications: Los Angeles City Schools, Division of Secondary Education. "The Back-to-School Project," 1963-64.

VI-A

Location: California, Oakland

Title: Youth Employment Project - (September 1964-June 1967)

Supervising Org: Interagency School Project, Oakland Public Schools

Sources of Financial Support: Ford Foundation, 30%; Bureau of Economic Security, 60%

Project Director: Andrew J. Viscovich, Coordinator Interagency School District, Oakland Public Schools, 1025 Second Avenue, Oakland, California

Other Personnel: 3 counselors, 2 specialized teachers, 2 attendance supervisors, 1 work-experience coordinator.

Summary: Purpose: Demonstration project to: 1) correct deficiencies in vocational and academic preparation which may be required to equip youth for employment; 2) to assist young persons into employment; 3) expand job development activities for young persons in the community.

Population: 100 boys and 100 girls of high school age, of mixed racial composition, all dropouts or potential dropouts, and referred to program by teachers or principals.

Curriculum: Instruction in reading; writing, language arts, mathematics; and work experience.

Program and Methods: Emphasis on pupil and parental counseling and guidance; tutorial projects, and team teaching.

VIII

Location: California, Los Angeles

Title: An Investigation of Critical Attitudinal and Creativity Factors Related to the Achievement Motive in Culturally Disadvantaged Youth - (May 1, 1964-April 30, 1966)

Supervising Org: Center for the Study of Educationally (Culturally) Disadvantaged Youth, University of Southern California

Sources of Financial Support: United States Office of Education, 50%; University of Southern California, 25%; Public School Board, 25%

Project Director: Newton W. Metfessel, Ph.D., Professor, Department of Educational Psychology, University of Southern California, Los Angeles, California

Other Personnel: Research Associates, with a staff of 70 teachers, 4 testing psychologists, 2 consultant psychologists, and 2 clerical workers; Marion Grimes, Project Manager

Summary: Purpose: Research, development of materials and teacher training; to identify significant variables in the motivational patterns of achieving and non-achieving Mexican-American students.

Population: A minimum of 1500 boys and 1500 girls in the 7th grade; 50% Caucasian and 50% Mexican, from 10 public elementary schools.

Curriculum: General enrichment and assessment of creativity, attitudes, and achievement.

Program and Methods: Special teacher training; classroom reorganization; rewriting or revising of instruction materials, and reorientation of regular classroom teachers in regard to attitudes, achievement, creativity, and factors interrelated.

Other Comments: Program is in three phases: Phase I (see above "Purpose") is completed; Phase II, an attempt to combine the three studies of self-appraisal, creativity, and attitudes into one large-scale unified attack on the problems under consideration, is now in progress; Phase III proposes to have this program absorbed into the in-service training of teachers, administrators, and pupil personnel workers.

Available Publications: Metfessel, Newton S. "An Investigation of Attitudinal and Creativity Factors Related to Achieving and Nonachieving Culturally Disadvantaged Youths." Unpublished research proposal, Bureau of Educational Research, University of Southern California, June, 1964. (Mimeographed.)

VIII

Location: California, Oakland

Title: Diagnostic and Remedial Reading - (February 1963-ongoing)

Supervising Org: Highland Elementary School

Sources of Financial Support: Public School Board

Project Director: Alden W. Badal, Assistant in Research, Oakland Public Schools, 1025 Second Avenue, Oakland, California

Other Personnel: 1 specialized reading teacher

Summary: Purpose: A pilot study to identify, diagnose, and correct reading deficiencies of children at the 3rd, 4th, and 5th grade levels.

Population: 24 boys and 16 girls in hhe 3rd, 4th and 5th grades; 70% Negro, 15% Caucasian, and 15% Mexican; all below level in reading.

Curriculum: General enrichment, instruction in reading, and language arts.

Program and Methods: Pupil counseling and guidance; use of audio-visual techniques, library projects, occasional tutoring.

Other Comments: Because of early identification and correction of reading problems, most of the children included in the project were able to function in a reading group in the regular classroom after six months to a year of remedial help. It is hoped, in the near future, more of these classes will be started in other elementary schools in the district.

Standard Tests: Kuhlmann-Anderson Intelligence; Stanford Achievement; Gilmore Oral; Wepman; Frostig; Dolch List; taped selections from the Gary Oral Reading Paragraphs.

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II

Location: California, Los Angeles

Title: Preschool Program - (1965-ongoing)

Supervising Org: Board of Greater Los Angeles

Sources of Financial Support: Office of Education; U.S. Department of Health, Education, and Welfare

Project Director: Joseph P. Maldanado, Director, Youth Opportunity, Board of Greater Los Angeles, 220 North Broadway, Los Angeles, California

Other Personnel: 8 teachers, 8 community aides, 1 school coordinator

Summary: Purpose: To give the children of the poor the same experiences that are provided routinely to children of middle and upper-income families.

Population: 8 preschool centers, each conducting a class for 25 3-and 4-year olds.

Curriculum: Vocabulary, verbal expression, cultural experiences, and an appreciation for learning.

Program and Methods: Children attend 3-hour sessions every morning for five days a week. Parents will be brought into the program to assist the child at home.

II

Location: California, Los Nietos

Title: Los Nietos Compensatory Education Project - (1963-1968)

Supervising Org: Los Nietos Elementary School District

Sources of Financial Support: McAteer Act, 1963-65; District Funds, 1965-68

Project Director: Mrs. Martha Hittinger, Los Nietos Elementary School District, P.O. Box 2006, Los Nietos, California

Other Personnel: Keith B. Walton, District Superintendent; Bi-lingual teacher for pre-kindergarten summer session and kindergarten; Speech teacher assisting.

Summary: Purpose: To assist with particular needs and problems related to the culturally disadvantaged students of the area. To develop intrinsic pupil motivation; increase parental participation in school's educative effort; develop increased teacher understanding, interest, enthusiasm, and skill in providing appropriate educational experiences for students; develop and involve community resources to enrich pupil experiences.

Population: 30 children, selected at random from three categories; 1) culturally deprived, 2) bi-lingual, 3) known older siblings with learning problems

Curriculum: Development of communication skills

Program and Methods: The program is planned for a five year period, beginning with a 5-week summer school pre-kindergarten year. Planned activities include: visits by school personnel; classroom visitation by parents; study trips and classroom experiences planned for developing skills in observation, listening, understanding, and using language.

Texts: First Grade: Chandler Language Experience Readers

Standard Tests: Goodenough; Rutgers; Winterhaven; Peabody Picture Vocabulary; SRA-PMA; Binet Picture Vocabulary

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III-B

Location: Kentucky, Louisville

Title: Experimental Guidance Project - (1961-ongoing)

Supervising Org: Jackson Street Junior High School

Sources of financial Support: Public School Board

Project Director: M. T.Maupin, Principal, Jackson Street Junior High School, Jackson and Breckinridge Streets, Louisville 3, Kentucky

Other Personnel: Mrs.Aora B. Lilly, Assistant Principal, Jackson Street Junior High School; one full time guidance counselor and the entire staff of Jackson Street Junior High School

Summary: Purpose: To identify, motivate, and encourage promising students of economically and culturally deprived backgounds.

Population: 150 boys and girls; the entire 7th grade population of the school involved. School is located in a depressed area.

Curriculum: Guidance counselor coordinates utilization of community resources, tests all pupils, keeps records, conducts surveys, holds group meetings with parents, faculty, and students. She counsels individual pupils concerning abilities, using test results as basis.

Program and Methods: Pupil and parental counseling, professional conferences, visits to community places of interest, and guest speakers to faculty.

Standard Tests: SRA Test of General Ability, Stanford Reading Test, SRA Arithmetic Test, and SRA Junior Inventory.

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VIII.

Location: Alabama, Macon County

Title: An Exploratory Study of Illiteracy in Macon County, Alabama - (October 1, 1964-March 31, 1966)

Supervising Org: Tuskegee Institute, Alabama

Sources of Financial Support: Office of Education; U. S. Department of Health, Education, and Welfare.

Project Director: Professor G. T. Dowdy, Tuskegee Institute, Tuskegee, Alabama

Other Personnel: T. J. Pinnock, Associate Director, Tuskegee Institute; Herman Franklin, Program Coordinator; several interviewers; testers and teachers; consultants and advisors.

Summary: Purpose: Research: 1) to comprehensively identify the problems of functional illiteracy as they actually exist in Macon County, Alabama, and 2) to set the stage for a realistic approach in the experimentation of quicker methods of teaching illiterate persons.

Population: Total population of Macon County, 84% Negro, chosen for study because its profile is typical of numerous other counties situated in the South. In 1960 there were 995 Negro and 50 Caucasians who had not completed a single year of schooling and 4,007 Negros and 506 Caucasian who had less than 6 years of schools.

Curriculum: Research and evaluation.

Program and Methods: Identifying of problem by advisory council; interviews with population, questionnaires; local level conferences; testing (achievement, proficiency and aptitude); determination of teaching techniques to be subjected to experimentation.

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not relevant

Location: Wisconsin, Madison

Title: Center for Research and Development for Learning and Reeducation - (1964-ongoing)

Supervising Org: University of Wisconsin

Sources of Financial Support: U. S. Office of Education, Department of Health, Education and Welfare; The University of Wisconsin, Madison

Project Director: Lindley J. Stiles, Co-director, Dean, School of Education, University of Wisconsin, Madison; Herbert J. Klausmeier, Co-director, Professor of Educational Psychology, University of Wisconsin, Madison

Summary: Purpose: A center for research, development, and dissemination to improve the efficiency of learning by children, youth, and adults in school and in informal settings.

Population: The staff includes 2 co-directors, 20 part-time faculty members from various departments of the University of Wisconsin 2 staff members from the state department of public instruction, 40 research associates and assistants, a secretarial staff of 6, and with cooperation from schools in and outside the state of Wisconsin.

Curriculum: Basic research to produce knowledge concerning learning processes and variables; applied research and development activities in various subject fields at various school levels; dissemination activities.

Program and Methods: Network of affiliated schools in research, development, and dissemination; experience and education for post-doctoral and pre-doctoral students; systematic evaluation; rigorous field testing of the procedures and materials developed at the center.

Other Comments: Only a small portion of the total resources of the center is given to cultural deprivation. The Center started officially September 1, 1964 and will disseminate annual reports.

VIII

Location: Wisconsin, Racine

Title: A Pilot Study Evaluating One Method of Teaching Culturally Deprived Kindergarten Children - (1962-ongoing)

Supervising Org: Stephen Bull School

Sources of Financial Support: Johnson Foundation; Western Foundation

Project Director: Richard Larson, Stephen Bull School, Racine; Dr. James Olson, University of Wisconsin, Milwaukee, Wisconsin.

Other Personnel: Eleanor Roosli, Kindergarten Teacher, Stephen Bull School, Racine, Wisconsin

Summary: Purpose: To study whether kindergarten children from deprived areas will have greater success in school if they spend more time there and have a curriculum specifically designed to meet their assumed weaknesses.

Population: Kindergarten children from deprived backgrounds.

Curriculum: Regular kindergarten program plus compensatory experiences.

Program and Methods: Normal kindergarten for ½ day; other ½ day compensatory experiences to expand cultural awareness, to develop language skills; social skills, and better the self-concept.

Standard Tests: ITPA, Stanford-Binet; Metropolitan Reading Readiness Test; House-Tree-Person Test; Goodenough Draw-A-Man Test; Body Image Test; Direct Question Inventory; Teachers' Screening Questionnaire; Symbol Recognition Test; Parent questionnaire and general information.

Available Publications: Progress Report for 1962. (Mimeographed); "A Method of Identifying Culturally Deprived Kindergarten Children," Journal of Exceptional Children, No. 3 (November, 1963); "An Experimental Curriculum for Culturally Deprived Kindergarten Children," Journal of Educational Leadership (May, 1965).

VI

Location: Michigan, Marquette

Title: A New Attack Upon Rural Poverty - (1964-1966)

Supervising Org: Public Services Division, Northern Michigan University

Sources of Financial Support: Office of Manpower, Automation, and Training of U. S. Department of Labor; U.S. Department of Health, Education, and Welfare; State Bureau of Apprenticeship and Training; Michigan Employment Security Commission.

Project Director: Ivan Ryan, Public Services Division, Northern Michigan University, Marquette, Michigan

Other Personnel: Dr. Claud Bosworth, Vice President, Public Services Division; Russell W. Adams, Supervisor, Public Services Division; Robert Liberty, Roger LaBonte, and James Becker, Counselor Coordinators; Heinz Radtke, Coordinator for Training; Mrs. Sylvia Manheim; and the instructors of ongoing MDTA programs.

Summary: Purpose: An emphasis on community action in three particularly poor counties of the Upper Peninsula of Michigan, offering the resources of the University to experiment with a number of ways to solve unemployment among rural high school dropouts.

Population: 100 youth, 17-25, all dropouts, unemployed, unqualified for direct referral to jobs, and unlikely to succeed in on-the-job training; all from Baraga, Mackinac, and Schoolcraft counties, which are economically deprived with high rate of unemployment.

Curriculum: Intensive remedial course for dropouts, job and academically oriented.

Program and Methods: Finding, recruiting, testing, and counseling the families of 100 marooned, young, unemployed workers as a base around which effective manpower planning can be achieved. Recruitment of trainees, a 15-month instruction period, job-placement efforts, evaluation, and compiling of report. $30 per week for each trainee is provided by the Michigan Employment Security Commission.

Other Comments: We are currently using Dr. Lee Henney's System for Success for our literacy training, and have ordered Book II, System for Success, for those above this level. We are also using as much supplementary material as can be obtained. The possibility is also being explored of using the adult education material prepared by the Flint Public Schools under the Mott Program. (See VI-C)

III-B

Location: Merced, California

Title: Merced Compensatory Education Project (1963-1964)

Supervising Org: Merced City School District

Sources of Financial Support: McAteer Act

Project Director: William DeSimone, Tenaya School, 555 West 22nd Street, Merced, California

Other Personnel: Sidney Mosses, Assistant Superintendent, Merced City School District, 555 West 22nd Street, Merced, California; 2 full time teachers

Summary: Purpose: Improvement of the Spanish understanding, speaking, reading, and writing skills of 7th and 8th grade pupils of Tenaya Intermediate School who come from homes where Spanish has been the native language. Intended to provide more understanding and appreciation for their cultural heritage and self-esteem, and thus more improvement in education and job aspiration levels.

Population: 180 boys and girls in the 7th and 8th grades. Classes grouped homogeneously for Spanish instruction only; some classes have no Mexican-American students.

Curriculum: Spanish language arts and Spanish culture; English communication skills; counseling concerning job opportunities for people proficient in both Spanish and English.

Program and Methods: 30 pupils to a class with 45 minutes of instruction daily; guest speakers and other resources provided to help raise the educational aspirations of pupils.

Other Comments: District Foreign Language Committee to review all evidence at end of year and recommend possible follow-up to the Board of Education.

III-B

Location: California, Oakland

Title: Centers for Academically Talented Children - (1964-1965)

Supervising Org: Oakland Public Schools

Sources of Financial Support: Public School Board

Project Director: Donald G. Anderson, Director of Elementary Education, Oakland Unified School District, 1025 Second Avenue, Oakland, California

Other Personnel: Principals of the participating schools; 2 teachers and psychologists as needed.

Summary: Purpose: To offer an opportunity to culturally disadvantaged children who have demonstrated, or are estimated to have, high potential for scholastic achievement. Intended primarily for children whose I.Q. scores as such do not qualify them for admission to the gifted classes, but whose potential abilities have led teachers and administrators to believe that a program similar to that provided for the gifted would be of benefit to them.

Population: 25 students entering 6th grade; 60% Negro, 25% Caucasian, 10% Oriental, and 5% Mexican, selected by potential of the students and not by I.Q. score. They are referred by teachers and principals from the contributing schools who have the consent of the pupil and parent.

Curriculum: Regular 6th grade curriculum plus opportunity for pursuing individual interests.

Program and Methods: Two classes, limited in size to 25, located at Longfellow and Parker schools, selected from contributing schools. Program will be similar to that of the gifted classes. Teacher assignments will be made by the assistant superintendent in charge of elementary schools based upon the judgements of principals, supervisors, and the director of elementary education. Coordination of the program is th responsibility of the director of elementary education, with general and special supervisors available to assist as needed. The teacher on special assignment for gifted classes will supplement the assistance of the supervisors and will provide the same services as for the gifted classes. Supplementary books and materials will be provided, as for the gifted classes, within the limitations of the special budget allotment. Pupils attending schools out of their district and at a distance in excess of one mile and one-half will be eligible to receive free transportation. The program includes library projects, rewriting, or revising or instructional materials.

II

Location: Tennessee, Millington

Title: Preschool Program, E. A. Harrold School - (1960-1961)

Supervising Org: Virginia State College, Norfolk Division

Project Director: W. F. Brazziel, Virginia State College, Norfolk, Virginia

Other Personnel: Mary Terrell, E. A. Harrold School, Millington, Tennessee; 4 teachers

Summary: Purpose: To combine a changed approach to registration with parent-teacher cooperation in a readiness program.

Population: 26 Negro 1st-graders who have had no previous school experience.

Curriculum: General enrichment, reading readiness

Program and Methods: Health conference with each parent; separate registration day for parents; 6-week readiness program during which children watch an educational TV program, use readiness readers, make experience charts on their days' activities.

II

Location:	Wisconsin, Milwaukee
Title:	Preschool Program - (1965-ongoing)
Supervising Org:	Social Development Committee of Greater Milwaukee
Sources of Financial Support:	Office of Education, U.S. Department of Health Education, and Welfare
Project Director:	Dr. George A. Parkinson, Chairman, Social Development Committee of Greater Milwaukee, 606 East Wisconsin Avenue, Milwaukee, Wisconsin
Other Personnel:	35 teachers
Summary:	Purpose: To promote wholesome social adjustment and a feeling of adequacy, develop language facility, enrich the pupils background, and foster favorable health habits. Population: 150 preschoolers for 5 half-day sessions at 3 centers; and 750 children participating in Saturday sessions in 30 classes. Curriculum: General enrichment of cultural and sensory experience; language development; fostering of favorable health habits. Program and Methods: Saturday sessions and half-day sessions during the week. There will be some parental participation.

V

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Location: Wisconsin, Milwaukee

Title: After-School Reading Centers - (1963-1964)

Supervising Org: Public School Board of Milwaukee

Sources of Financial Support: Public School Board

Project Director: Mrs. Thelma Stack, Supervisor for Remedial Reading, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, Wisconsin 53208

Other Personnel: 5 specialized teachers

Summary: Purpose: Improvement of reading skills, academic achievement, social adjustment, and school attendance of pupils.

Population: Approximately 100 boys and girls, potential dropouts, in 6 Milwaukee high schools; Caucasian and Negro.

Curriculum: Instruction in reading.

Program and Methods: Classes limited to 15-20 pupils, after school, from 4:00-5:00 p.m., in rooms having special instructional materials and equipment.

Other Comments: Recommendations have been made to expand the regular Remedial Reading Center Program in such a manner as to provide full or part-time service to all schools of the central area.

V-A

230

Location: Wisconsin, Milwaukee

Title: After-School Study Centers and a Special Tutorial Program - (1963-ongoing)

Supervising Org: Milwaukee Public Schools

Sources of Financial Support: Volunteer

Project Director: Thomas Cheeks, Coordinator of School-Community Program, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, Wisconsin 53208

Other Personnel: Volunteer tutors from Alverno College, Marquette University, the University of Wisconson-Milwaukee, and the Urban League.

Summary: Purpose: An opportunity for interested high school pupils to receive help with their studies which, under ordinary circumstances, they might have had at home.

Population: Approximately 280 boys and girls from 7 high schools in the city of Milwaukee; Caucasian and Negro.

Curriculum: Volunteers assist youth in the academic areas in which they need help.

Program and Methods: A one-to-one tutoring project, most of which is done after school at a study center. At Lincoln High School an experimental tutorial program is being operated during the regular school day by university students, helping 71 pupils.

V-C

Location: Wisconsin, Milwaukee

Title: Special Summer School Program - (1964-ongoing)

Supervising Org: Public School Board of Milwaukee

Sources of Financial Support: Public School Board

Project Director: Lillian Paukner, Executive Director, Department of Elementary Curriculum and Instruction, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, Wisconsin

Other Personnel: Teacher-interns from Marquette University and the University of Wisconsin-Milwaukee.

Summary: Purpose: Compensatory education for children in depressed areas in Milwaukee.

Population: 250-300 boys and girls from kindergarten through 6th grade; of mixed racial composition; special school set up for summer in city's central area.

Curriculum: Regular educational instruction at child's grade level with emphasis on reading; general enrichment.

Program and Methods: Summer school inner-city center, a reading center, one or more classes for in-migrant and transient pupils, welfare and psychological services.

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4

VI-A

Location: Wisconsin, Milwaukee

Title: Counseling of School Dropouts - (1963-ongoing)

Supervising Org: Milwaukee Public Schools

Sources of Financial Support: Gardner Foundation; special grant from Federal government, and the Public School Board

Project Director: Alfred W. Thurner, Director, Department of Guidance, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, Wisconsin 53208

Other Personnel: Staff of trained counselors

Summary: Purpose: To meet the problems of school dropouts in the Milwaukee area.

Population: 288 boys and girls of high-school age from 13 public high schools in the city.

Curriculum: Educational and vocational guidance and job placement.

Program and Methods: A dropout study financed by Gardner Foundation; two guidance centers in summer and fall of 1964 for dropouts; an evening counseling center at the Auer Avenue School; and initiated follow-up contacts with 18-year-olds who fail to return to school.

Other Comments: Will participate in a project to identify potential dropouts at the elementary level, which has been proposed by Marquette University, when a grant of funds is procured from the U.S. Office of Education.

VI-A

Location: Wisconsin, Milwaukee

Title: The Youth Incentive Project - (1963-1964)

Supervising Org: The Public School Board of Milwaukee

Sources of Financial Support: Urban League and Public School Board

Project Director: Alfred Thurner, Director, Department of Guidance, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, Wisconsin

Other Personnel: Staff includes guidance counselors.

Summary: Purpose: A demonstration project to broaden the vocational horizons of youth; and to intensify their application to training in terms of their academic achievement, adjustment to school environment, and readiness to enter employment or further education.

Population: 56 boys and girls, all Negro, from six inner-city high schools.

Curriculum: Counseling and guidance.

Program and Methods: Group discussions, field trips, special speakers, group attendance at cultural events, and placement in part-time summer jobs.

VI-B

Location:	Wisconsin, Milwaukee
Title:	Work-Study Program for Pre-Delinquents - (1963-ongoing)
Supervising Org:	Public School Board; Jewish Vocational Service; Probation Department of the Children's Court
Sources of Financial Support:	(see above)
Project Director:	Theodore J. Kuemmerlein, Executive Director, Department of Pupil Personnel, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, Wisconsin 53208

Summary: Purpose: To demonstrate the effects of a half-time work experience in combination with half-time school attendance upon adolescents who have shown delinquent behavior.

Population: Approximately 30 boys from 23 junior and senior high schools in the city, all with some reported delinquency in behavior.

Curriculum: Academic and vocational studies; remedial work and guidance.

Program and Methods: Half-time in school and half-time in sheltered workshop at the Jewish Vocational Service.

Other Comments: It has been recommended that a series of "Work-Study" projects for high school students be developed with federal assistance under the 1963 Vocational Education Act, Public Law 88-210, or other federal legislation presently before the Congress.

IV

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College

Location: Wisconsin, Milwaukee

Title: College Assistance Project - (1963-ongoing)

Supervising Org: Milwaukee Public Schools

Sources of Financial Support: Private Funds

Project Director: Thomas Cheeks, Coordinator of School-Community Programs, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, Wisconsin 53208

Other Personnel: Psychologists for testing and counseling

Summary: Purpose: To identify and assist pupils from depressed areas who have the potential for college work.

Population: 54 boys and girls, mainly Negro, from 3 city high schools.

Curriculum: Guidance, summer school instruction, and financial aid through the first two years of college.

Program and Methods: A preliminary screening which included group tests and individual interviews with psychological counselors.

no
omitted
mentioned
in text

VII.

Location: Wisconsin, Milwaukee

Title: NDEA Institute for Advanced Study: Institute for Elementary School Teachers of Disadvantaged Youth - (June 21,-July 31, 1965)

Supervising Org: Alverno College

Sources of Financial Support: United States Office of Education through the National Defense Education Act of 1958, as amended in 1964.

Project Director: Sister M. Herman, O.S.F., Alverno College, 3401 South 39th Street, Milwaukee, Wisconsin

Other Personnel: Alverno College and visiting professors will combine with distinguished lecturers and with lay members of the community who are indirectly concerned with the education of disadvantaged youth.

Summary: Purpose: To prepare teachers to teach in the core schools of our big cities.

Population Teachers with a B.A. and preferably three years's experienc who are preparing to teach in core schools.

Curriculum: Theoretical study including the sociological, anthropological, economic, and psychological factors affecting the learning process of disadvantaged youth.

Program and Methods: Classes, guest lecturers, visits to slums, use of audiovisual techniques, observation and participation in classes at Alverno College Elementary School; direction in the use of new materials, approaches, and techniques in the areas of reading, math, and the fine arts, and the preparation of a project explaining next year's plans.

Other Comments: A special feature of the Institute will be the opportunity to observe and participate at the Alverno College Elementary School where an integrated classroom situation will be provided. About 70 children will be bussed into the school from the core area during the session, and another 25 children will be selected from the pupils regularly enrolled at the Campus School.

VI-B

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L

Location: Minnesota, Minneapolis

Title: Youth Development Demonstration Project (1964-1965)

Supervising Org: Community Health and Welfare Council of Hennepin County,Inc.

Sources of Financial Support: President's Committee on Juvenile Delinquency and Youth Crime, 66%; local contributions, 33%

Project Director: Larry Harris, Washington Elementary School, Chicago at Sixth Street, Minneapolis, Minnesota 55415

Other Personnel: Staff includes: 1 director, 1 school services coordinator, 1 research director, 1 community services coordinator, and 1 youth employment coordinator, plus 3 research consultants.

Summary: Purpose: To demonstrate a comprehensive network of programs and services for children within two selected disadvantaged areas in Minneapolis.

Population: Preschool through pre-college youth in two depressed areas of city, Caucasian and Negro, comprising 7% of total city population; identified by agencies serving such areas and in which 24% of all Minneapolis ADC families live, with high rate of police records and low education per family.

Curriculum: General enrichment, instruction in reading, curriculum development.

Program and Methods: Preschool program, vocational guidance, caseworkers for children in trouble with the law, neighborhood development, school visitors, reading volunteers, and motivation programs.

Available Publications: Summary of a Proposal for a Youth Development Demonstration Project; Summary of Youth Employment Survey.

omitted over-8 week summer program-

II

Location: Illinois, Moline

Title: Program to Combat Cultural Deprivation in the Ericsson School District Among Selected Pre-Kindergarten Children - (June 15, 1964-August 7, 1964)

Supervising Org: Moline Board of Education

Sources of Financial Support: Moline School Foundation, 100%

Project Director: Mrs. Ardath K. Scott, Principal, Hamilton School, 700 - 32nd Avenue, Moline, Illinois

Other Personnel: A teacher and teacher's aide, a psychologist for testing, and 2 volunteers

Summary: Purpose: To provide growth experiences not provided in the home, and a readiness for school experience; to promote social growth, visual discrimination and perception, satisfactory language development and oral expression; to make manipulative materials available.

Population: 9 boys and 8 girls, ages 4 and 5; 47% Mexican, 41% Caucasian, and 12% Negro. Selection based upon knowledge of family and academic achievement shown by older brothers and/or sisters. All the children are culturally deprived.

Curriculum: General enrichment, language arts, art and music.

Program and Methods: An 8-week summer school with use of audio-visual techniques, and occasional visits to community places of interest. An evaluation by psychologist is given to each child at beginning and end of program.

Other Comments: No decision as yet as to future action to be taken as a result of this experimental study.

II

Location: West Virginia, Moorefield

Title: A Community Action Program Project Proposal for a Preschool Program in the Rural Community of Hardy and Mineral Counties, West Virginia - (1965-ongoing)

Supervising Org: Hardy and Mineral Counties School Board

Sources of Financial Support: School Board of Hardy and Mineral Counties and Federal Government, under Economic Opportunity Act.

Project Director: Kenneth Frye, Superintendent, Hardy County Schools, Moorefield, West Virginia; Ralph E. Fisher, Editor, Moorefield Examiner, Moorefield, West Virginia

Other Personnel: 4 teachers

Summary: Purpose: To help children of low income families by establishing a school readiness program whereby they can begin their formal schooling without substantial handicaps.

Population: Preschool age boys and girls at 2 centers in each of the 2 counties. Six additional centers will be selected in the near future. Areas selected by: 1)number of preschool children in area; 2) number of these children on welfare; 3) facts from Board of Education concerning school children in these areas; and 4) facts from County Welfare Office.

Curriculum: Background and readiness experiences of school situations; visual and auditory skills; motor skills concomitant to age; social skills; care of property and respect for authority; sound health practices.

Program and Methods: Preschool is in session 3 hours a day, 5 days a week for a period of 9 months. Includes home visits, field trips, lunch program, and transportation provisions; discussion groups with parents once a month, and a follow-through for the first 3 grades.

Other Comments: It is anticipated that an evaluation of each phase of the project and a final evaluation will be made by the West Virginia University Appalachian Center for Studies and Development.

4 OK

V-C

Location: Tennessee, Murfreesboro

Title: Early Training Project - (1962-1966)

Supervising Org: George Peabody College for Teachers and Murfreesboro, Tennessee City Schools

Sources of Financial Support: National Institute of Mental Health, 100%

Project Director: Rupert A. Klaus, Director, George Peabody College for Teachers, Nashville, Tennessee

Other Personnel: Co-director, Teachers, consulting psychiatrist

Summary: Purpose: Give special experiences to culturally deprived children, beginning in the 15 or 24 months preceding entrance into the 1st grade; to improve their intellectual functioning and social adjustment.

Population: 100% Negro; children born in 1958, classified as culturally deprived on basis of housing, parents' education and occupation; 20 in each of the two project groups.

Curriculum. General enrichment; changing attitudes and aptitides for achievement; response to reinforcement through group games, individual play, art, music.

Program and Methods: T_1 gets three 10=week summer sessions and two years of home visits which try to educate parents to help the child; T_2 gets two such summer school sessions and one year of home visits. T_3 is a control group in the city, and T_4 a control group in another city. Extensive trips in the community; personal attention and immediate reinforcement for each pupil; student-teacher ratio of 5:1; extensive guidance in personal adjustment.

Other Comments: Study attempts to determine minimum amount of intervention (preschool) will still make a significant difference in child's performance.

Available Publications: Interim Reports.

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VIII

Location: Tennessee, Nashville

Title: Group Norms in Classrooms of Contrasting Socio-Economic Status and Differing Racial Composition - (May 1964)

Supervising Org: George Peabody College for Teachers, Nashville, Tennessee

Sources of Financial Support: U. S. Office of Education

Project Director: Richard Brozovich, 6417 Hartwell, Dearborn, Michigan, School Psychologist

Other Personnel: Sponsored by: Dr. Susan W. Gray, Professor in Psychology, George Peabody College for Teachers; Principal investigator was only person necessary to carry out the work for the study

Summary: Purpose: To discover the social value of certain traits and characteristics among children in 6th grade classrooms which differed in socio-economic level and racial composition; and to discover the differences between sexes in classroom group values.

Population: 193 boys and 178 girls in 6th grade classrooms in 7 public schools; approximately 50% Negro and 50% Caucasian. Six classrooms were composed of Negro students exclusively and six classrooms were composed of Caucasian students exclusively.

Curriculum: Research: census data, conferences with principals, teachers, and others familiar with socio-economic levels.

Program and Methods: 12 classrooms were used in the study: 3 Negro and 3 Caucasian classrooms at each of the two SES levels.

Other Comments: Study not published at present.

Standard Tests: Reputation tests and factor analysis.

mentioned in text but omitted

III-A

Location: Tennessee, Nashville

Title: Cooperative Language Development Project - (1964-65)

Supervising Org: George Peabody's Institue on Mental Retardation and Intellectual Development

Sources of Financial Support: NICHD, 50%; Ford Foundation, 50%

Project Director: Lloyd M. Dunn, Director, Institute on Mental Retardation and Intellectual Development, George Peabody College for Teachers, Nashville, Tennessee 37203, P.O. Box 163

Other Personnel: 35 teachers, 5 special teachers, 10 teacher's aides, 30 testing psychologists

Summary: Purpose: To determine the efficacy of the use of Initial Teaching Alphabet (i/t/a) approach to teaching reading, and the Peabody Language Development Kit in teaching oral language to culturally retarded first graders.

Population: 700 first graders, culturally retarded, from Nashville Metropolitan Public Schools.

Curriculum: Instruction in reading and oral language.

Program and Methods: 10 experimental groups set up using i/t/a/ and/or PLDK, taught to the group under different treatment conditions, i.e., special teacher, team teachers, regular teacher with assistant, regular teacher, in groups or to class as a whole. Control groups have been identified. Data will be analyzed to select the most efficient method.

Standard Tests Used: For pre-testing: Stanford-Binet; Illinois Test of Psycholinguistic Ability; Peabody Picture Vocabulary Test.

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I

Location: Massachusetts, New Bedford

Title: First Conference with Community Agencies Interested in Problems Concerning the Culturally Disadvantaged - (April 1964-ongoing)

Supervising Org: Public School Board

Sources of Financial Support: Public School Board

Project Director: Dr. Hayden, Superintendent of Schools, New Bedford Public Schools; Fermino J. Spencer, Chairman "Gray Areas" Committee, New Bedford Public Schools; Miss Keneally, Assistant Superintendent in Charge of Elementary Education, New Bedford Public Schools

Other Personnel: Combined staff of New Bedford Schools and community service agencies.

Summary: Purpose: To improve communications between all agencies so as to render more effective the common efforts of education and rehabilitation in New Bedford.

Population: Entire school population of New Bedford included in study; stress on "disadvantaged child."

Curriculum: 2 non-English classes for foreign elementary students; 4th-grade under-achiever intensive training class; honors program at the junior high school; TV program, "Operation Alphabet," to increase literacy among foreign-born; evening high school; pupil personnel services for speech correction, remedial reading, counseling, psychological testing; summer-school program with enrichment and remedial classes to combat dropout problem.

Program and Methods: Study of how to improve the existing school situation to more effectively meet the needs of the culturally disadvantaged.

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VIII

also see Clifton, New Jersey

Location: New Jersey, New Brunswick

Title: Rutgers Educational Achievement Program (REAP) - (June 1964-ongoing)

Supervising Org: Rutgers State University; New Brunswick School District and Franklin Township School District

Sources of Financial Support: Rutgers, the State University, 84%; Public School Board, 8%

Project Director: Laurence Hopp, Graduate School of Education, Rutgers, New Brunswick, New Jersey

Other Personnel: Muriel Flynn, Assistant Director of Program; Morris Epps, Superintendent; Sherman A. Kelly, and Earl Bornholm, Principals, the New Brunswick School District. Sampson Smith, Superintendent; Anthony Palisi, Principal, Michael Bodnarik, Principal, and Joseph Lieb, Principal, all of the Franklin Township School District. 4 junior high school teachers, 2 part-time counselors, 125 volunteers, and 50 hours of pre-project staff planning.

Summary: Purpose: A pilot program designed to help educationally disadvantaged children achieve social, emotional, and educational successes ordinarily not within their level of expectations; and to develop a program which could serve as a prototype possibly transferable to the public school milieu.

Population: 40 boys and 20 girls entering 8th grade; 77% Negro, 20% Caucasian, and 3% Oriental. The children will be invited back for three consecutive summers. Each year an additional 60 children will be invited from succeeding 7th-grade classes. Untimately there will be a summer program for 180 children and a tutorial program for 540 children.

Curriculum: Operating within the framework of 4 educational theories: 1) To identify and meet the emotional needs of children; 2) to identify and clarify the values of children; 3) to teach for critical thinking; 4) to enhance the self-concept and self-percept of children and teachers.

Program and Methods: A 7-week summer-school program; 2 control groups used: one receiving academic year tutorial assistance only, the other not participating in any program. Tutorial projects; parent workshops and family counseling; vocational career days; youth employment services; special recreational programs; tutoring guest speakers; therapeutic techniques; library projects, and professional conferences.

Standard Tests: Tentatively: SRA-TOGA; Gates Reading Survey

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Teacher
training

VIII

Location: New Jersey, Paterson

Title: The Paterson Plan for the Preparation of Teachers for Urban Schools - (September 1964-continuing at least 3 years)

Supervising Org: Education Department, Paterson State College, Wayne New Jersey

Sources of Financial Support: College Student Teaching Program, Paterson State College

Project Director: Gabriel E. Vitalone, Professor of Education, Paterson State College, Wayne, New Jersey

Other Personnel: Assistant Superintendent in Charge of Elementary Education; 2 College supervisors; 6 classroom elementary teachers; 6 student teachers; 1 social worker (full time); 1 elementary school guidance person (full time); 2 psychologists (part-time); 1 nurse (full time).

Summary: Purpose: To determine the kinds of experiences needed by student teachers which assist in the successful teacher adjustment to urban school situations and contribute to more effective teaching.

Population: Working with 240 boys and girls in kindergarten through primary grades; 90% Negro, 10% Caucasian.

Curriculum: Student teaching program. After student teachers have experienced present program, content will be evaluated.

Program and Methods: Obsdrvation and teaching by student teachers in underprivileged schools to prepare them for the problems of the urban disadvantaged child.

Texts: Rath, L. Do's and Don'ts of the Needs Theory; Reissman, F. The Culturally Deprived Child; Rath, L. An Application of the Needs Theory to Education; The Disadvantaged Child: A Program for Action; New Jersey Education Assocation. (Booklet.) Educational Policies Commission. (Booklet.) Education and the Disadvantaged American.

omitted research

I

Location: New Jersey, New Brunswick

Title: Social and Cultural Factors Related to School Achievement - (September 1, 1963-September 30, 1965)

Supervising Org: The Urban Studies Center, Rutgers, The State University

Sources of Financial Support: Cooperative Research Program, U.S. Office of Education, Department of Health, Education, and Welfare

Project Director: Harry C. Bredemeier, The Urban Studies Center, Rutgers-The State University, 137 Church Street, New Brunswick, New Jersey 08903

Other Personnel: Bernard Goldstein, Director of Research and Evaluation; William C. Phillips, Jr., Field Director; plus 1 research associate, 3 graduate assistants, and interviewers.

Summary: Purpose: To investigate the social and cultural factors related to school achievement as measured by changes in reading scores between the 3rd and 6th grades; to describe the way of life of the school population in a low-income, predominantly non-white, inner-city district.

Population: A sample of approximately 100 boys and 100 girls from grades 6, 8, 10, and 12 in 1 senior high school, 2 junior high schools, and 3 elementary schools.

Curriculum: Data collection, primarily through interviews, of a sample of students and teachers; description and analysis of school-age population.

Program and Methods: Focus of data collected will be on an activity, how time is spent, where it is spent, and the meaning the activities have for the children.

I

Location: New Jersey, Trenton

Title: Junior Five Pilot Program - (1962-ongoing)

Supervising Org: Trenton School District; Richard T. Beck, Superintendent of Schools, Trenton School District, Trenton, New Jersey

Sources of Financial Support: State Board of Education

Project Director: Theodore Lynch, Junior High School No. 5, Trenton, New Jersey

Other Personnel: James H. Smith, Principal, Junior High School No. 5; consultants, teachers, community coordinator, and volunteer tutors.

Summary: Purpose: To study various methods by which culturally deprived pupils can be given a compensatory educational program.

Population: 1,000 pupils in the Trenton Junior Five School (K-9), 90% Negro, 10% Puerto Rican and Caucasian.

Curriculum: All academic subjects taught with experimental techniques; general experiential enrichment.

Program and Methods: Tutorial projects, team teaching, special workshops and in-service training for teachers; after-school classes for pupils and adults, some non-graded classes, new nursery school class; improved facilities around the school which lead to improved school spirit; more direct experiences for pupils and more chances for verbalization through field trips, etc.

Other Comments: Two special features of this project are the nursery school for 4-year olds, and the programs for parents.

Available Publications: In course of preparation.

also see Hartford for Pre-kindergarten program

OK

III

Location: Connecticut, New Haven

Title: The Reading Program - (1963-ongoing)

Supervising Org: The Reading Center of Davis School

Sources of Financial Support: Ford Foundation, 80%; Public School Board, 20%

Project Director: Miss Eleanor B. McGrath, Supervisor, The Reading Program, Davis School, 35 Davis Street, New Haven 15, Connecticut

Other Personnel: 12 certified reading specialists

Summary: Purpose: This project is designed: 1) to improve the scope and quality of classroom instruction in reading; 2) to reduce reading retardation by identifying problem readers, analyzing causes of reading retardation, and providing intensive reading instruction based on needs indicated.

Population: Approximately 13,000 students from 31 elementary schools and 1 junior high school; 60% Caucasian and 40% Negro. 3 other junior high schools will be included as additional staff is available.

Curriculum: Developmental Program: intensive effort to provide a firm foundation in fundamental reading skills; adoption of city-wide basal reading series - Grades I-IV has been implemented in Grades I and II; primary emphasis in intermediate and junior high programs on reading study skills, their functional use in all curricular areas, and in developing critical readers. Emphasis at all levels to develop individualized reading programs. Pilot programs providing teacher guidance for personalized reading. An intensive remedial program given to 670 students; approximately 700 additional students given individual reading tests to determine specific needs.

Program and Methods: In-service education through workshops, conferences, demonstrations, participation in experimental programs, bulletins, reading committees, attendance at professional meetings, evaluation of new materials. Pupil and parental counseling; revision of instructional materials; audiovisual techniques include use of earphones with tapes and recordings; over 1,300 classroom demonstrations by reading staff; approximately 300 class teachers received individual assistance, in addition to that provided for the total staff.

Standard Tests: Gilmore and Spache-Oral Reading Tests; Metropolitan; Stanford, Iowa Test of Basic Skills; Peabody and Binet; Niles Phonics Test; informal tests of specific skills.

Location: Connecticut, New Haven

Title: Tutorial Program - (January 1963-ongoing)

Supervising Org: New Haven Public Schools

Sources of Financial Support: Foundation and Public School Board

Project Director: Mr. Ralph Goglia, Director, Community Schools-New Haven Public Schools, 200 Orange Street, New Haven, Connecticut

Other Personnel: Tutorial supervisor in each participating school

Summary: Purpose: (Demonstration -Compensatory education as regular part of ongoing program) To eliminate failures and provide motivation to complete secondary education. Developed as one approach to the solution of the "dropout" problem.

Population: Involves 7 schools, covering grade 3 through high school; low-motivated youngsters, potential dropouts; no race breakdown available.

Curriculum: Instruction in reading, writing, language arts, math; science in afternoons and evenings.

Program and Methods: Tutorial projects, teachers' aides, special teacher selection and training, study centers, after-school and summer school programs; pupil and parental counseling and guidance, visits to homes; use of audio-visual techniques and library projects.

What is relation of this to DE ?

VIII

Location: Connecticut, New Haven

Title: Work-Study Program - (February 1964-ongoing)

Supervising Org: New Haven Department of Education

Sources of Financial Support: U. S. Office of Education, 90%; Public School Board, 10%

Project Director: Robert Zaorski, Work-Study Coordinator, New Haven Department of Education, 55 Audubon Street, New Haven 6, Connecticut

Other Personnel: George Harris, Teacher Coordinator, Bassett Junior High School; Gene Vitell, Teacher Coordinator, Fair Haven Junior High School

Summary: Purpose: Pilot or exploratory study; compensatory education - To increase achievement of under-achievers, potential dropouts, and poorly motivated students.

Population: 25 girls and boys in 9th grade of junior high, 85% Negro, 15% Caucasian.

Curriculum: Orientation to work-world; financial opportunity to motivate school achievement. Maximum work-week was 10 hours.

Program and Methods: Students attended school for 4 hours in a.m., met guidance counselor daily for ½ hour, and reported to job supervisor for 2-hour work. Use of pupil and parental counseling and guidance, and personal supervision.

Other Comments: All of the 25 students continued education in secondary school. Program now expanded for school year 1964-65 to include students in 2 New Haven junior high schools. Additional funds have been made available under the Economic Opportunity Act (Poverty Bill) to expand this program into 2 additional junior highs: Sheridan and Troup, to become operational January 1965. In addition, money has been made available under the EOA for a Work-Training Program in the 2 senior high schools: Hillhouse and Wilbur Cross, to become operational in January 1965.

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V-C

Location: Connecticut, New Haven

Title: Yale Summer High School - (1964-ongoing)

Supervising Org: Yale University

Sources of Financial Support: Ford Foundation; National Science Foundation; Cummins Engine Foundation of Columbus, Indiana

Project Director: John S. Ellsworth, Jr., Yale Summer High School, 2115 Yale Station, New Haven, Connecticut 06520

Other Personnel: A. Tappan Wilder of Yale and Dr. Grainger Browning of Hampston Institute, Assistant Directors; Faculty: English: Richard B. Sewall, Professor of English, Yale, George E. Gillespie, Jr., Dowling M. Bolton, Mrs. David Egger, The Reverend Rolfe A. Lawson; Mathematics: Charles E. Rickart, Professor of Mathematics at Yale, Edwin C. Douglas, George Cohan, Jerome H. Logan, and Mrs. Virginia K. Newell; Study Skills: Richard Milsten; Speech: Mrs. Adrian Hirschhorn (volunteer).

Summary: Purpose: Summer session for boys of high potential, but low achievement, to strengthen preparation for higher education.

Population: 103 boys of high school age; 56 Negro, 45 Caucasian, 2 Chinese, from all geographical locations.

Curriculum: English, math, study skills

Program and Methods: Writing taught by one theme per week and short papers every day to raise the level of articulation; critical reading, by assignments in prose and poetry and class discussion; math taught is algebra by a method established by the School Mathematics Study Group which stresses logical reasoning; study skills include speed reading, memory building, notetaking, time-budgeting, etc. General cultural enrichment through lectures, visits to university facilities, e.g. museums, medical school, science laboratories.

Other Comments: Possible changes for 1965 include the additional courses in public speaking, mathematical logic, geometry, and computers. Small divisions make possible sectioning according to needs and background easily feasible.

Texts: English: Leggett (ed.) Twelve Poets, Fifty Great Short Stories. Read and discussed from study guides: Koestler, A. Darkness at Noon; Knowles, J. A Separate Peace; Miller, A. Death of a Salesman; and Loneliness of the Long Distance Runner; Time Magazine; extra-curricular reading of approximately 150 books from Yale's Sterling Library, as well as paperbacks; New York Times, The New York Herald Tribune, and the New Haven Register. Mathematics: School Mathematics Study Group, Intermediate

Mathematics Unit 17, Parts I and II, New Haven: Yale University Press, 1961; School Mathematics Study Group, Programmed First Course in Algebra, Preliminary Form H (Part 4). New Haven: Yale University Press, 1963; (computer classes): IBM 7090/7094 Programming Systems Fortran IV Language. Study Skills: each student given for present and future use, Fedde, N., Preparing for College Study, College Reader-Exercises in Standard Text Book Reading; Putnam, 1958.

Standard Tests: The Preliminary Scholastic Aptitude Test, Educational Testing Service, 1964, at beginning session and again in October, by schools; Cooperative English Tests, Forms 2A and 2B, Reading Comprehension, 1960, Educational Testing Service, Princeton, New Jersey, at beginning and end of session; The School Mathematics Study Group Placement Test, 1964; Cooperative Sequential Tests of Educational Progress, Mathematics, Form 2B, 1956, 1957, Educational Testing Service, Princeton, New Jersey, at beginning and end of program. Before and after tests: Freshman Year Reading Rate and Comprehension Test, Yale University, and the Brown-Holtzman Survey Test.

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Location: Connecticut, New Haven

Title: A Higher Horizons Program - (October 1963-ongoing)

Supervising Org: Higher Horizons Program, Strong School, Grand Avenue, New Haven, Connecticut

Sources of Financial Support: Foundation, 95% Public School Board, 5%

Project Director: Mrs. Beverly Keener, Director, Higher Horizons Program, Strong School, Grand Avenue, New Haven, Connecticut

Other Personnel: 3 staff assistants (one part-time); 2 storytellers (each on part-time basis); secretary

Summary: Purpose: (Demonstration - compensatory education as regular part of ongoing program) Intended to introduce students and their parents to new cultural and social resources in New Haven, to new interests, new relationships; and, as a result, stimulate them to higher aspirations.

Population: 1000 boys and 1500 girls from kindergarten through 9th grade; composed of 75% Negro, 25% Caucasian.

Curriculum: General cultural enrichment; reading, writing, language arts; science, social studies, and emphasis on art and music.

Program and Methods: Special teacher selection; after-school and summer school programs; visits to community places; guest speakers; pupil and parental counseling and guidance; therapeutic techniques; revising instructional materials; audiovisual techniques and professional conferences.

Sch. impr. omitted - see So. Norwalk

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Location: Connecticut, Norwalk

Title: The Norwalk School Improvement Program - (1958-ongoing)

Supervising Org: Norwalk Public Schools

Sources of Financial Support: Ford Foundation and the Public School Board

Project Director: H. A. Becker, Superintendent, Norwalk Public Schools, 105 Main Street, Norwalk, Connecticut 06852

Other Personnel: Helen L. Patterson, General Supervisor, Norwalk Public Schools

Summary: Purpose: To bring together projects in education, including both innovations and expanded services. Includes improvements in curriculum and instruction; team teaching; programs for the environmentally handicapped; programs for the exceptional student; and improvements in facilities, scheduling, and organization.

Population: Individual projects for School Improvement Program involving most of the children (15,500) in the 20 elementary schools, 5 junior high schools, and 2 senior high schools.

Curriculum: All subjects taught with team-teaching techniques; intern program for new teachers; individual, large and small group instruction; team teaching of the educable retarded. Special project on teaching for inquiry.

Program and Methods: Team teaching and teachers' aides; use of audiovisual aids and television; programmed instruction; professional conferences. Workshops developing units in project.

Other Comments: Naramake School opened in 1962, specifically designed for team teaching; the 1962-63 team teaching in Norwalk stimulated 33 projects aimed at improving Norwalk schools, and was incorporated into the Norwalk School Improvement Program.

Available Publications: The Norwalk Plan of Team Teaching: Fifth Report 1962-63; Report on School Improvement Program, Norwalk Board of Education, Norwalk, Connecticut.

also see Hempstead, New York for Summer Vocational HS Program
Kingston, New York for A Project to Demonstrate the
Impact on Reading Progress of etc. 6K

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Location: New York, New York

Title: Higher Horizons - (September 1959-ongoing)

Supervising Org: Board of Education of the City of New York

Sources of Financial Support: Federal Office of Education; Board of Education of New York City

Project Director: Carmela Mercurio, 110 Livingston Street, Brooklyn, New York

Other Personnel: Jacob Landers, Assistant Superintendent; the regular staff of each school, including teachers, guidance counselors, and special teachers.

Summary: Purpose: The program is a recognition of the broader needs of children who come to school with educational handicaps. The assignment of additional personnel was planned to help children to learn with greater facility and to make teaching more effective. The basic departures of the schools have been in the areas of administrative organization, individual responsibility, and the intensification of efforts in areas related to the discovery of potential, early childhood education, remediation, enrichment and achievement. Implicit in all goals are those intangibles which will be translated in time into academic achievement: motivation, improved self-concept, good work habits, leadership, creativity, enthusiasm, and higher aspirational levels.

Population: All the students involved in program in 52 elementary, 13 junior high, and 9 high schools; 2 vocational high schools and 3 experimental pre-kindergarten classes; 71% Negro, 17% Puerto Rican, and 12% Caucasian.

Curriculum: General enrichment, all subject areas.

Program and Methods: Remedial services; guidance facilities; curriculum enrichment; community and social activities; parent and community education; special teacher selection and training.

Other Comments: Scholarship programs for post-high school education are developing in response to the discovery of ability, and the changed attitudes and aspirations that have been brought about through special programs and approaches.

Texts: The regular curriculum was followed. The curriculum bulletins for each subject suggest appropriate texts and materials.

Standard Tests: City-wide tests are administered to all children by the Bureau of Educational Research. In addition, certain tests were developed to assist in evaluation.

Available Publications: The Demonstration Guidance Project (forerunner of Higher Horizons) 1957-1962; Higher Horizons Progress Report 1963; Higher Horizons Bulletin-Periodical

I

Location: New York, New York

Title: Junior Guidance Classes - (1936-ongoing)

Supervising Org: New York City Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement

Project Director: Junior Guidance Classes, New Y rk City Board of Education, 110 Livingston Street, Brooklyn 1, New York

Other Personnel: Educational counselor and clinical psychologist jointly coordinating the program; 217 teachers, 9 curriculum resource teachers, 11 counselors, and fragmented involvement of the clinicians from the Bureau of Guidance.

Summary: Purpose: To develop effective procedures which will identify emotionally and socially disturbed children in the earliest grades; to provide a resource for disruptive children who are damaging the normal functioning of regular classes; and to build a coordinated program for a rehabilitative program.

Population: 1,800 children in 62 schools in New York City who, display self-destructive and/or anti-social tendencies whose needs were unmet at a cost to themselves or to their better functioning school-mates.

Curriculum: Special classes and special guidance.

Program and Methods: 2 types of Junior Guidance Classes: 1) Closed Register Junior Guidance Classes serve poorly functioning children with a wide range of personality and behavior symptoms; 2) Open Register Junior Guidance Classes set up primarily to provide an emergency therapeutic resource for the very disruptive children who cannot be contained in regular classes and who require placement during the school year. Basic orientation includes: weekly team meeting; the development of individual case histories; and analytical consideration of the class group process. The therapeutic quality of the program depends in large measure on adequately trained personnel, work with parents, physical and mental examination and follow-up, and a complementary recreation program.

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Location: New York, New York

Title: New York City School Volunteer Program - (February 1956-ongoing)

Supervising Org: Board of Education, New York City

Sources of Financial Support: Public Education Association, 10%; Public School Board, 90%

Project Director: T. Margaret Jamer, Director, School Volunteer Program, 125 West 54th Street, New York, New York 10019

Other Personnel: 9 teachers, 600 1- to 5-day volunteers, 3 secretaries.

Summary: Purpose: To free the classroom teacher so that she may devote more time to small groups and individuals; to supplement the school curriculum through work in enrichment areas such as art, music, drama, etc.; to enable children to meet additional well-educated adults.

Population: Children from kindergarten through high school in New York City who need special attention -- approximately 40,000 were helped during last school year; 40% Negro, 40% Puerto Rican, 19% Caucasian, and 1% Oriental. Referred to volunteers by teachers.

Curriculum: General enrichment, all academic subject areas; conversational English for children who neither speak nor understand English; tutoring in reading for retarded readers.

Program and Methods: A tutorial project using trained volunteers who work on an individual basis with children during the school day.

Other Comments: Increased use is being made of school volunteers in the Bureau of Child Guidance where they work with assistant principal, social worker, and psychologist.

Available Publications: Jamer, Margaret T. School Volunteers. New York, 1961; Mergentime, Charlotte. You and Your Child's Reading. New York, 1963; brochure and duplicated Program materials.

I

Location: New York, New York

Title: Mobilization for Youth, Inc. - (July 1, 1962-ongoing)

Supervising Org: Mobilization for Youth, Inc.; New York School of Social Work, Columbia University

Sources of Financial Support: City of New York

Project Director: Bertrum Beck, Mobilization for Youth, Inc., 214 East Second Street, New York, New York

Other Personnel: Dr. Richard Cloward, Research Director, Columbia University School of Social Work, 2 East 91st Street, New York, New York; 13 supervisors, 14 guidance counselors, 2 consultants, 56 specialized teachers, 1 testing psychologist, 5 social workers, and 250 homework helpers.

Summary: Purpose: To add basic knowledge about causes and processes of juvenile delinquency, and to develop and test improved ways of coping with it. Major focus is social experimentation and investigation.

Population: Approximately 20,000 children and their families. Education program is operated in 16 elementary, 5 junior high, 2 "600" schools, and 2 high schools; 54.7% Puerto Rican, 19.6% Caucasian, 18.5% Negro, and 7.2% Oriental.

Curriculum: Developing programs giving equality of education to lower-class youth; heavy emphasis on reading and general enrichment.

Program and Methods: In-service education for teachers, pre-service training, curriculum planning and development; corrective reading, reading centers, reading clinics; homework helper program; early childhood and preschool program; guidance program; attendance program; school social work program; educational guidance and tutoring program; and summer school program.

Other Comments: Evaluation of specific programs being conducted by Research Center, Columbia University School of Social Work.

Available Publications: Forthcoming from Dr. Abraham Tannenbaum, Education Programs Coordinator, and Francis Purcell, Chief of Training.

II

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Location:	New York, New York
Title:	Preschool Project, New York Section, National Council of Jewish Women - (October 1964-ongoing)
Supervising Org:	New York City Board of Education
Sources of Financial Support:	Board of Education, cost of classes; New York Section, National Council of Jewish Women (Volunteer program).
Project Director:	Mrs. Edna C. Eigen, New York Section, National Council of Jewish Women, New York, New York 10036
Other Personnel:	Volunteers trained by professional worker, National Council of Jewish Women, Community Services Department, 1 West 47th Street, New York, New York

Summary: Purpose: To offer disadvantaged children an opportunity to start kindergarten and the first grade with some of the background that more advantaged pupils will bring from their homes.

Population: Preschool children from the Harlem and Upper Manhattan sections of New York, mostly Negro and Puerto Rican referred by New York Chapter NAACP, National Council of Negro Women, Manhattan United Church Women, Upper Manhattan YWCA, and Puerto Rican agencies.

Curriculum: 15 children per class, trips and visits outside classroom, reading or story-telling on a one-to-one basis with individual children who need special help.

Program and Methods: Volunteer program where volunteers are trained by professional worker, assisting professional staff, 2 sessions per day, 15 children per class, 5 days a week.

II

Location: New York, Buffalo

Title: The Buffalo Pre-Kindergarten Project - (May 1964-ongoing)

Supervising Org: The Campus School at the State University College, Buffalo

Sources of Financial Support: State University College at Buffalo; Board of Education of the Buffalo Public Schools

Project Director: Benedict J. Surwill, Jr., Principal, Campus School, State University College, 1300 Elmwood Avenue, Buffalo 14222

Other Personnel: Dr. Joseph Manch, Superintendent, Buffalo Public Schools; Dr. Pratt Krull, Principal, School No. 8, Buffalo; 1 teacher (specialist from college faculty), 2 teacher aides, with consultant services provided by college faculty; and public school personnel.

Summary: Purpose: To provide rich learning experiences for pre-kindergarten children who live in a culturally deprived area of Buffalo; to keep these youngsters together in the same kindergarten classroom, observing progress throughout the 1964-65 school year.

Population: 10 boys and 10 girls, preschool age, high Negro percentage; selected at random from a 2-block low socio-economic area.

Curriculum: General enrichment; a major emphasis on communication skills.

Program and Methods: A six-week summer preschool session with same children in kindergarten class together the following year.

Other Comments: Final report to be given at end of 1964-65 school year. Financial assistance has been requested from the New York State Education Department to support an expanded version of original study in order to: a) offer a second summer school enrichment program for the present 20 kindergarten children, and to continue this summer school enrichment program throughout the elementary school--grades kindergarten through 6; b) include the public school teacher who will inherit these children for first grade in September as an assistant to the college teacher; c) begin a second group of 30 pre-kindergarten children, the number regularly assigned to a kindergarten class in Public School #8, and provide summer enrichment program throughout grades kindergarten through 6; plans are to include, as an assistant to the college teacher, the kindergarten teacher who will inherit this group in September; d) expand and enrich the "parent" education program, which is a prime objective of this project; e) carry out a careful testing program with the children from the time of entering the program, throughout the elementary grades kindergarten through 6; and, f) produce documentary motion pictures of this project.

VIII

Location:	New York, New York
Title:	Cognitive Socialization: The Role of Social Class and Birth Order - (January 1963-December 31, 1964)
Supervising Org:	Yeshiva University, Department of Educational Psychology
Sources of Financial Support:	National Science Foundation, 100%
Project Director:	Vera P. John, Ph.D., Yeshiva University, Graduate School of Education, Department of Educational Psychology, Yeshiva University, New York, New York
Other Personnel:	Dr. Clara Millon, Department of Anthropology, University of Rochester, and Vivian Horter, Department of Linguistics, University of Rochester, Rochester 20, New York

Summary: Purpose: To examine the impact of differing social environments upon the acquisition of language skills of lower-class and middle-class children.

Population: 45 boys and 45 girls in the first grade; all are Negro and pupils in New York City schools. Smaller samples of Rochester 6-year-olds have also been studied.

Curriculum: Research project - Variables are living conditions as well as family structure. Special examination of expected superiority of first-born children over second-born in language skills, and study of preschool socialization variables.

Program and Methods: In addition to administration of standardized tests, an assessment of a story re-telling technique is employed to assess phonological, structural, and cognitive features of a young child's language.

Other Comments: Preliminary findings: Social class differences are revealed among young Negro children on verbal tests requiring precision in language use, but not in verbal output. Birth-order differences are shown on the PPVT as well as on the story re-telling technique.

Standard Tests: Peabody Picture Vocabulary Test, Science Research Associates Primary Mental Abilities Test 5-7, Leiter International Performance Scale.

Available Publications: John and Goldstein. "The Social Context of Language Acquisition," The Merrill-Palmer Quarterly (July, 1964); "The Intellectual Development of Slum Children: Some Preliminary Findings," American Journal of Orthopsychiatry, No. 33 (October, 1963), 813-822.

VIII

Location: New York, New Rochelle

Title: Preschool Program - (1965-June 1967)

Supervising Org: Community Action Program Committee

Sources of Financial Support: Office of Education, U.S. Department of Health, Education, and Welfare; State Education Department, New York State

Project Director: Mrs. Lila Carol, Chairman, Community Action Program Committee, 515 North Avenue, New Rochelle, New York

Other Personnel: Dr. T. G. Wolman, Coordinator; Dr. D. G. Salten, Superintendent of Schools, New Rochelle; 5 teachers, approximately 75 part-time volunteers, 1 consultant psychologist.

Summary: Purpose: Research to test the effects of varying conditions (teachers, nature of program, duration of program, etc.) on subsequent achievement of deprived children.

Population: 100 boys and 100 girls; 50% Caucasian, 50% Negro; between 3½ and 4½ years old; from a wide range of socio-economic backgrounds, ethnic origins, religious affiliations, and geographical locations. Selection will be determined by previously established criteria for levels of cultural and economic limitation.

Curriculum: General enrichment, reading readiness, and language development.

Program and Methods: Phase I: Spring and Summer, 1965; preliminary preparations will include initial curriculum organization, and testing, as well as teacher training. A pilot project will be initiated in January, 1965 and will provide a working situation for the development of the program. Phase II: September 1965-June 1966; the nursery program, parent education and participation projects; ongoing teacher training. Phase III: Spring and Summer, 1966; Evaluation of test results and qualitative findings of the 1st year with regard to school program, parent education, and teacher training; program planning for the ensuing year; ongoing teacher education. Phase IV: Repeat Phases II and III.

Texts: Related literature and journal articles.

Standard Tests: Some standard intelligence testing and development of own scales.

Available Publications: "A Proposal for a Preschool Program for New Rochelle." The New Rochelle Community Action Program Committee, November 23, 1964.

VIII

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Location: New York, New York

Title: A Program to Demonstrate the Effectiveness of a "Therapeutic Curriculum" for the Socially Deprived Preschool Child - (1962-1967)

Supervising Org: Institute for Developmental Studies, Department of Psychiatry, New York Medical College

Sources of Financial Support: Ford Foundation; New York City Board of Education and the New York Medical College

Project Director: Dr. Martin Deutsch, Institute for Developmental Studies, Department of Psychiatry, New York Medical College, 105th Street and Fifth Avenue, New York, New York

Other Personnel: 1965-65: 14 teachers, 12 assistant teachers, 2 social workers

Summary: Purpose: An exploration of a directed and enriched preschool program and its effect on later school achievement.

Population: Approximately 300 boys and girls, ranging from prekindergarten age to first grade, predominantly Negro, and all from socially marginal neighborhoods in the city.

Curriculum: General enrichment, language arts, art and music, development of positive self-image, and cognitive abilities.

Program and Methods: Nursery school with emphasis on language, auditory and visual discrimination, and concept formation. Progam includes special teacher selection, a summer school program, visits to community places, guest speakers, revising of instructional materials, and a parent program.

Standard Tests: Stanford-Binet, Peabody Picture Vocabulary Test, Columbia, Mental Maturity Tests.

Available Publications: Deutsch, M. "The Role of Social Class in Language Development and Cognition." Institute for Developmental Studies, Department of Psychiatry, New York Medical College. May 12, 1964; "A Brief Description of the Curriculum for the Preschool Enrichment Program." Institute for Developmental Studies, New York Medical College. 1962-63.

For a complete list of Institute materials, write to: New York Medical College, Institute for Developmental Studies, Department of Psychiatry.

VIII

List

Location: New York, New York

Title: Problem Prevention in the Primary Grades (PPPG) - (July 1961-July 1966)

Supervising Org: Northside Center for Child Development, Inc.

Sources of Financial Support: National Institute of Mental Health, 100%

Project Director: Professor Kenneth B. Clark, Director of Project and Research Director, Northside Center for Child Development, Inc., 31 West 110 Street, New York City, New York

Other Personnel: Barbara L. Rubinstein, Research Assistant; Floyd M. Nixon, Research Assistant; Audrey J. Harris, Research Secretary; Dr. Paul Benedict, Clinical Director; Dr. Adolf Zier, Medical Director; and Dr. Olivia Edwards, Chief Social Worker; 1 full-time and 1 part-time research psychologist; 3 social workers, 3 psychologists, 4 psychiatrists, 1 pediatrician all part-time and 50 college students as "observers".

Summary: Purpose: To test the effectiveness of group psychotherapy in the prevention of serious behavior problems in young children who have already been identified as potentially disturbed, and the treatment of present difficulties in school adjustment.

Population: 49 boys and 13 girls involved from kindergarten through grade 5; 57 Negro, 4 Puerto Rican, and 1 mixed.

Curriculum: Group psychotherapy and school adjustment

Program and Methods: Group therapy with children; discussion groups with their parents, and seminar and workshops with their teachers.

III-A

Location: New York, New York

Title: Development of Programmed Materials in Reading Skills to Meet Needs of Retarded Readers from Disadvantaged Areas, Grades 1-6 - (1963-1966)

Supervising Org: Board of Education, Elementary Division

Sources of Financial Support: Board of Education; Ford Foundation; Fund for Advancement of Education

Project Director: Helene M. Lloyd, Assistant Superintendent, Division of Elementary Schools, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York

Other Personnel: Robert J. Fanning, Coordinator; Mary Sendek, Assistant; teachers, writers, consultants

Summary: Purpose: To develop programmed materials in reading skills especially designed for retarded readers, grades 1-6, in schools in disadvantaged areas.

Population: Pupils retarded in reading, grades 1-6, in schools in disadvantaged areas.

Curriculum: Reading skills, content centering around experiences of interest to urban children in disadvantaged areas; use of audiovisual aids at primary level.

Program and Methods: Development of pretests, construction and testing of frames, development of post-tests, etc.

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VIII

Location: New York, New York

Title: A Study in Depth of First Grade Reading: An Analysis of the Interactions of Professed Methods, Teacher Implementation, and Child Background - (August 1, 1964-December 31, 1964)

Supervising Org: The City College Foundation of the City College, City University, Convent Avenue at 139th Street, New York

Sources of Financial Support: Department of Health, Education, and Welfare, Office of Education; The City College

Project Director: Jeanne S. Chall, Ph.D., City College, Convent Avenue at 139th Street, New York, New York

Other Personnel: Shirley C. Feldman, Ph.D., Co-Principal Investigator; Florence G. Roswell and Gladys Natchez, Research Associates; 3 research assistants.

Summary: Purpose: To investigate in depth the effect of interactions between: 1) the published reading program; 2) the teacher's implementation and understanding of that program; 3) the varying characteristics of the pupils on various components of reading achievement. The present study will attempt to find the optimum conditions for learning to read for particular groups of children.

Population: 360 first-grade children in 12 schools, mixed Ethnic backgrounds, selected from schools in the middle range of low socioeconomic status.

Curriculum: Children from 12 first-grade classes in socially disadvantaged neighborhoods in New York City will be evaluated on skills and abilities underlying reading at the beginning of the school year. Reading instruction will proceed without modification during the entire year. These children will then be evaluated on reading measures at the end of the school year.

Program and Methods: Questionnaires have been constructed by the investigators to determine the degree of emphasis first-grade teachers give to two important aspects of beginning reading: sound-symbol relationships and reading for meaning. In four of the 12 classes observations of the reading lessons will be made in depth, on a weekly basis. The children in these classes will also be evaluated on reading measures in the midyear. In the other eight classes there will be seven or eight observations during the course of the school year. The reading methods used in each class will be rated on a continuum dealing with the meaning/sound-symbol relationship balance. The teacher's implementation of the professed reading methods will be observed and rated in all classes. In addition, the teachers' professional experience, knowledge of and attitude toward the teaching methods will be rated.

VIII - (cont'd)

Standard Tests: I. Group-administered tests: Murphy-Durrell Diagnostic Reading Test, Phonemes Part I, Lower-Case Letter Names, Learning Rate; Thurstone Primary Perception Tests; Pattern Copying Test; Identical Forms; Metropolitan Readiness; Word Meaning, Listen. Individually-administered tests: Roswell-Chall Auditory Blending; Storytelling Test; Reading Prognosis Test (Institute for Developmental Studies); Detroit Word Recognition; Hand and Eye Dominance Check. Mid-year tests: Roswell-Chall Diagnostic Reading Test of Word Analysis Skills; Gilmore Oral Reading Test. Final tests: Stanford Achievement Test, Primary I, Inventory of Reading Attitude.

Available Publications: Write directly for complete listing.

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VIII

Location: New York, New York

Title: Development of Reading and English Language Materials for Urban Junior High Schools - Gateway English - (September 1962-1967)

Supervising Org: Hunter College of the City University of New York

Sources of Financial Support: United States Office of Education

Project Director: Marjorie B. Smiley, Project English Curriculum Study Center, Hunter College of the City University of New York, 695 Park Avenue, New York, New York 10021

Other Personnel: 4 associates, 2 assistants, and 6 consultants

Summary: Purpose: To develop materials and methods for junior high school students whose achievement in English is diminished because of environmental disadvantages.

Population: The materials are being tested in 3 junior high schools located areas of New York City.

Curriculum: Reading, organized around themes judged to have high interest for the underprivileged; largely minority group adolescents.

Program and Methods: To date, the following 7th-grade units have been completed for use in 1965: A Family is a Way of Feeling; Stories in Verse; Who am I?; Coping; Creatures in Verse; and, What Will I Be? Each unit is from 15 to 40 days in duration and all include materials about individuals who are members of minority groups. The activities and methods proposed in each unit emphasize practice in problem-solving as a means of learning. Use of an annotated bibliography of supplementary books for 7th-grade classroom library.

Other Comments: Next year the Project expects to complete curriculum units for grades 8 and 9, again involving teachers in reviewing and writing teams.

Available Publications: Smiley, Marjorie. "Research and Its Implications," Improving English Skills of Culturally Different Youth. Bulletin of U.S. Office of Education, No. 5, 1964. Supplementary material developed: "Personalized Reading Materials," "Teacher Prepared Reading Materials," and "The Sound of Reading" -- a series of pamphlet-length publications for the teachers, presenting the particular teaching approach, suggestions for classroom applications, specific examples in the form of projects, lessons, exercises, tests, etc.

non school connected research

VIII

Location: New York, New York - Massachusetts, Cambridge

Title: Mental Abilities of Children in Different Social and Cultural Groups - (1962-1964)

Supervising Org: Hunter College, City University of New York

Sources of Financial Support: Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare, 95%; University funds from Harvard and Hunter College, 5%

Project Director: Gerald S. Lesser, Harvard University, Graduate School of Education, Laboratory of Human Development, Palfrey House, Cambridge 38, Massachusetts

Other Personnel: Cordon Fifer and Donald H. Clark at Hunter College, City University of New York; 100 teachers as consultants

Summary: Purpose: To examine the patterns among various mental abilities in first-grade children from different social class and cultural backgrounds.

Population: 160 boys and 160 girls in the 1st grade; 25% Negro, 25% Jewish, 25% Oriental, and 25% Puerto Rican, selected by ethnic group membership. Information from many community agencies was used to confirm the cultural group placement.

Curriculum: Research: Study of the differences in patterns of intellectual expression, the relative strengths related to different social class and cultural influences, The patterns among 4 mental ability areas (space conceptualization, verbal ability, number facility, and reasoning) are studied within 4 cultural groups in New York City, with each cultural group divided into middle-class and lower class groups.

Program and Methods: Testing techniques developed to assess development of several mental abilities.

Available Publications: Lesser, G. S., Fifer, G., Clark, D. H. Mental Abilities of Children in Different Social and Cultural Groups. Cooperative Research Project No. 1635, Harvard University, 1964.

non-school connected - research demonstration

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V

Location:	New York, East Harlem
Title:	The Intellectually Superior Child in a Deprived Social Area - (May 1962-May 1967)
Supervising Org:	Community Service Society of New York, Department of Public Affairs, East Harlem Demonstration Center
Sources of Financial Support:	Social Agency, 25%; National Institute for Mental Health, 75%
Project Director:	Alice R. McCabe, Principal Investigator, East Harlem Demonstration Center, East Harlem, New York
Other Personnel:	Lawrence Berkowitz, Director of Research, East Harlem Demonstration Center, East Harlem, New York; 7 social workers, 2 testing psychologists, and 2 consultant psychologists.

Summary: Purpose: To assess the effectiveness of a program of mainly social group work services offered to intellectually superior children and their parents in a socially deprived area. Goal is to facilitate and sustain the child's maximum potential level of academic achievement, academic motivation, and social adjustment.

Population: 13 public elementary schools with a total of 27 boys and 14 girls; 60% Negro, 30% Puerto Rican, and 10% Caucasian, all of superior IQ.

Curriculum: General enrichment of cultural and sensory experience and ego development.

Program and Methods: After-school program, modified activity group-therapy program. Demonstration for the purpose of research.

research not school connecte ⑩

VIII

Location: New York, New York

Title: Traits of School Achievers from a Deprived Background - (1964-ongoing)

Supervising Org: The City College Research Foundation of the City College, The City University of New York

Sources of Financial Support: Cooperative Research Program of United States Office of Education and the City College Research Foundation of the City College, City University of New York

Project Director: Helen H. Davidson, Ph.D., Associate Professor, School of Education, the City College, the City University of New York, Convent Avenue at 139th Street, New York 31, New York

Other Personnel: Judith W. Greenberg, M.S., Co-Director, and staff of psychologists, pediatrician, and social worker.

Summary: Purpose: Research study to identify the characteristics of successful school achievers among Negro children from a deprived background, in order to supply empirical data needed in efforts now being made to raise the achievement levels of lower-class groups.

Population: 80 boys and 80 girls, 100% Negro, in the 5th grade. 50% of group is achieving at grade level or better; 50% are approximately 2 years below grade level.

Variables: Investigation of cognitive, affective, physical, and social correlates of achievement.

Program and Methods: 1st stage: a battery of assessment devices given to subjects; 2nd stage: 20 of the good and 20 of the poor achievers will be selected for intensive case study. Analysis of variance and factor analysis will be used in the treatment of the data.

Standard Tests: WISC, Rorschach, Story Telling, Bender-Gestalt, Uses of Objects, Object Sorting, Semantic Differential, Free Drawings, Drawing Completion, Achievement Attitudes Test, and Test of Caution.

VIII

Location: New York, New York

Title: The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children

Supervising Org: Columbia Teachers College, Columbia University, Institute of Urban Studies

Sources of Financial Support: Columbia Teachers College, Columbia University, Institute of Urban Studies

Project Director: Bernard Mackler, Teachers College, Columbia University, Institute of Urban Studies, New York, New York

Other Personnel: Thelma Catalano, M.A. and Dana Holman, Teachers College, Columbia University

Summary: Purpose: Research to compare the relatively successful elementary school pupils coming from low-income households in depressed neighborhoods of the urban north with relatively average and failing pupils from identical settings.

Population: Sample consists of all children in one school located in large central city areas (Harlem) among the lowest socio-economic groups. The one school is all Negro.

Curriculum: Research - first phase will assay attributes of the child and second will deal with socio-psychological world of the student.

Program and Methods: Conducted over a period of three years. The first year includes testing, observation, interviewing of all children to ascertain academic abilities, personality, and social milieu. Second year relatively successful students are selected and a comparison made between them, their peer cultures and families, and students from similar backgrounds.

Standard Tests: For first year of project: Torrance Creativity Tests, Lorge-Thorndike Intelligence Tests, Metropolitan Achievement Test, Peabody Picture Vocabulary Test, Sociometric Testing.

IV

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College L
(12)

Location: New York, Bronx

Title: College Discovery Program - (1964-ongoing)

Supervising Org: Bronx Community College and Queensborough Community College of the City University of New York

Sources of Financial Support: New York State Legislature; the Board of Higher Education of New York.

Project Director: Dr. Rachel D. Wilkinson, Coordinator of College Discovery Program, Bronx Community College, 120 East 184th Street, Bronx, New York

Other Personnel: Social Dynamics Institute of City College of New York (3 psychometrists and administrators); 1 clinical psychologist and 3 specialized teachers plus the faculty and administration of Bronx Community College and Queensborough Community College.

Summary: Purpose: To allow disadvantaged high school graduates the opportunity for a college education.

Population: 79 boys and 39 girls at Bronx Community College; 62 boys and 48 girls at Queensborough Community College. All are high school graduates who are college potential but need remedial work because of deprived backgrounds; about 50% Negro, 35% Puerto Rican, some Caucasian and Oriental. Students were recommended to the City University College Discovery Board who screened the applications.

Curriculum: Remedial work in reading, mathematics and speech; college courses.

Program and Methods: A study center and summer school program; improved student-teacher ratio, use of audiovisual techniques, counseling

Other Comments: This program is an outgrouwth of the experimental "Operation Second Chance" at the Bronx Communtity College.

Available Publications: Wilkinson, Dr. Rachel D. "Students From Disadvantaged Backgrounds. What Opportunities Have They?" Bronx Community College, 196
(Mimeographed.)

IV

Location: New York, Brooklyn

Title: Remedial Reading Program at Boys High School - (January 1964-ongoing)

Supervising Org: Boys High School

Sources of Financial Support: Regular High School Budget

Project Director: Anna F. Cohn, English Teacher, Boys High School, 832 Macy Avenue, Brooklyn 16, New York

Summary: Purpose: To keep potential dropouts in school and enable them to make up a term of English without repeating the course with younger students, thus enabling them to complete requirements for a general high school diploma.

Population: 23 boys, high school seniors, who were about to drop out of school, and who had failed English.

Curriculum: Remedial reading

Program and Methods: Completing of reading and writing assignments given by teachers.

Texts Used: 3 literature books plus 3 written reports on books for each boy's particular term of failure.

V.-B.

Location: New York, New York

Title: After School Study Center - (1963 - ongoing)

Supervising Organ.: New York City Public Schools

Sources of Financial Support: New York City Board of Education

Project Director: Harry Wolfson, Assistant Superintendent, High School Division (Vocational), Board of Education, New York City, 110 Livingston Street, Brooklyn 1, New York

Other Personnel: Principals, teachers

Summary: Purpose: To supplement regular instruction in New York City public schools having a high percentage of disadvantaged pupils to salvage for further education those pupils who may otherwise become drop-outs or fail to get into college.

Population: Some 5,000 vocational high school students, grades 9-12, registered pupils of the day high school in which the center is located, with: 1) retardation in basic skills; 2) low socio-economic backgrounds; 3) students with promise but in need of limited additional assistance.

Curriculum: Remedial, tutorial and supervised study classes.

Program and Methods: Maximum class size is 15; classes are held in late afternoon or early morning, Tuesdays through Fridays and on Saturday mornings; conducted in school libraries with supervision maintained by licensed subject supervisors. Pupils to receive remedial teaching are designated by their English and/or mathematics teachers. Pupils currently enrolled in remedial reading classes during the regular school day are not to be considered for after-school remedial teaching until others needing such help have been accommodated.

VI. C.

Location:	New York, New York
Title:	Evening High School Study Program (Project III) (ongoing)
Supervising Organ.:	New York City Public Schools
Sources of Financial Support:	New York City Board of Education
Project Director:	Dr. Mary E. Meade, Assistant Superintendent, High School Division, Board of Education, City of New York, 110 Livingston Street, Brooklyn 1, New York
Other Personnel:	Teachers and counselors

Summary: Purpose: 1) To encourage qualified dropouts (16 to 17 years of age) to continue their education; 2) to provide opportunities for the attainment of a diploma, job advancement or self-improvement; 3) to return dropouts to the day high school when appropriate.

Population: High school students in 12 Evening High Schools.

Curriculum: Students register for at least 2 courses chosen with the approval of the guidance counselor.

Program and Methods: The program features substitution of evening high school attendance for day part-time school attendance upon recommendation of discharging high school. A special counselor checks on attendance and counsels each youngster at least once a month. Job placement service is provided. Follow-up until 17 years of age.

Other Comments: The experimental students have proved to be better than the controls in school adjustment and achievement. Their unemployment rate was half that of the controls, and they were rated superior in work performance and attitude by their employers.

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VI.-A.

Location: New York, New York

Title: Team Teaching Experiment in Related Trade Subjects Instruction - (September 1963-ongoing)

Supervising Organ.: New York City Public Schools

Sources of Financial Support: New York City Board of Education

Project Director: Harry Wolfson, Assistant Superintendent, High School Division (Vocational), Board of Education, City of New York, 110 Livingston Street, Brooklyn, New York

Other Personnel: Supervisors, teachers

Summary: Purpose: To provide vocational students with the best teaching of related trade subjects; 2) to determine the best approach to in-service training of trade teachers for the teaching of related trade subjects.

Population: Control and experimental classes of auto mechanics students taking instruction in related trade subjects in two vocational high schools.

Curriculum: An attempt to study varying techniques in the training of shop teachers to teach related trade subjects.

Program and Methods: The licensed supervisor of related technical subjects meets with trade teacher, observes his classes. Control groups composed of matched classes of 11th grade students taught by licensed teachers of related technical subjects have been set up at the same school, as well as in another vocational high school. Control groups of matched students taught by trade department chairman are also being carefully observed. A team of chairmen of related technical subjects from other vocational schools periodically spend a day to observe the classes to determine progress, and eventually to evaluate the experiment.

VI-A

use in text?

Location: New York, New York (Headquarters for Nation-Wide Project)

Title: Tomorrow's Scientists and Technicians (TST) - (1958-ongoing)

Supervising Org: National Urban League

Sources of Financial Support: Voluntary contributions

Project Director: Director, National Urban League, 14 East 48th Street,
New York 17, New York

Summary: Purpose: Youth incentive program, especially for Negro youth, particularly concerned with vocational guidance.

Population: Students of minority groups, 7th grade through college, whose grades and achievement show promise for success.

Curriculum: General enrichment, guidance, encouragement.

Program and Methods: Career clubs, group guidance sessions, use of guidance materials, provision of scholarship information, help in finding part-time, summer jobs; visits to occupational sites, colleges, etc.; extensive guidance of pupils and parents.

Available Publications: National Urban League. "Talent Bank, U.S.A." 1962.

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VI-A

Location: New York, Manhattan
Administrative Day Center, Metropolitan Vocational High School, 78 Catherine Street, New York, New York
Evening Job Counseling Centers: 1) Samuel Gompers Vocational High School, 455 Southern Boulevard, Bronx; 2) Fashion Industries High School, 225 West 24th Street, Manhattan; 3) William Maxwell Vocational High School, 145 Pennsylvania Avenue, Brooklyn; 4) Aviation Vocational High School, Queens Boulevard and 36th Street, Queens

Title: Job Counseling Center of the Board of Education - (1964-ongoing)

Sources of Financial Support: Office of Manpower, Automation and Training of the U. S. Department of Labor; Special Projects (Experimental and Demonstration)

Project Director: Richard Greenfield, Program Director, Job Counseling Center, Board of Education, Metropolitan Vocational and Technical High School, 78 Catherine Street, New York 38, New York

Other Personnel: Staff of Day Center includes: 1 project director, 1 counselor, 4 job developers, 1 project historian, and 2 unit secretaries. Total staff of 4 Evening Centers includes: 4 administrative counselors, 16 counselors, 4 job developers, 12 vocational education teachers, 4 basic education teachers, 4 unit secretaries.

Summary: Purpose: An experimental and demonstration program of job counseling using a school setting, licensed school counselors, and job developers. The program includes remediation in basic education, try-out shops, and job placement.

Population: Approximately 800 boys of high-school age, dropouts or potential dropouts, of Caucasian and Negro races.

Curriculum: Remedial reading, pre-vocational orientation, try-out shops, auto repair, radio, electrical, pipefitting, pipefitting, upholstering, garment-machine operation, general shop, typing, sewing, and key punch operation.

Program and Methods: One-to-one tutoring in remedial reading; counseling to direct pupils back to school full time, or part-time with job; help in placement on jobs; little follow-up or analysis of placements.

~~VI-A~~

Location: New York, New York

Title: STEP (School to Employment Program) - (1955-1964) 20 Programs in 20 different schools, distributed among the five boroughs of New York City

Supervising Org: New York City Board of Education; New York State Department of Education

Sources of Financial Support: Public School Board, 50%; State Office of Education, 50%

Project Director: Charles Savitzky, High School Division, Board of Education of the City of New York, 110 Livingston Street, Brooklyn 1, N.Y.

Other Personnel: 20 teachers

Summary: Purpose: 1) To smooth transition from school to employment by incorporating paid work as part of educational day; 2) to effect changes in attitude toward school; 3) to lower the dropout rate; 4) to provide effective training and education for students who will terminate formal school before high-school graduation.

Population: 350 boys, 50 girls in 18 high schools, 1 junior high school, and 1 "600" school (more of a sheltered work program), selected on the bases of poor records in achievement, attitudes and attendance, potential dropouts; voluntary enrollment, approved by parents; severely disturbed students not included.

Curriculum: Emphasis on job orientation and feedback from work assignment, coupled with upgrading in basic skills; students carry two subjects and a homeroom period with teacher-coordinator; two other classes in the regular track.

Program and Methods: School and work is daily under supervision of a teacher-coordinator who visits employers and parents, follows up with subject teachers, prepares special teaching materials; more than 80% of students are engaged in private industry.

Texts: Curriculum Bulletin No. 8. "Curriculum Resource Materials for Meeting School Retention and Pre-Employment Needs." New York, 1960-61, Publication Sales Office, 110 Livingston Street, Brooklyn, New York; Savitzky, C. "Job Orientation and Guidance for Work Experience and Related Programs." New York: N.Y. City Board of Education, 1962, 64 pp. (Mimeographed)

Available Publications: Savitzky, C. "Work Experience Programs for Potential Dropouts: Guidelines," The Bulletin, National Association of Secondary School Principals, No. 46 (November, 1962), pp. 53-59; Savitzky, C. "STEP, Program for Potential Dropouts," The Bulletin, National Association of Secondary School Principals, No. 47 (December, 1963), pp. 51-58; Savitzky, C. "A Rehabilitation Project in Cooperative Education: Work Experience Program," High Points, No. 41 (November, 1959), pp. 5-19; Savitzky, C. Savitzky, C. "Introduction to a Program for Possible Dropouts," High Points, No. 43 (November, 1961), pp. 5-15; "Instructional Approaches on the Armed Forces and Continued Schooling," High Points, No. 44 (November, 1962), pp. 24-32; STEP Annual Reports, New York City Board of Education.

281 ⑰ no

not for children omitted

VI-V

Location: New York, New York

Title: A Demonstration on-the-Job Training Program for Semi-Professional Personnel in Youth Employment Programs (January 11, 1965-ongoing)

Supervising Org: National Committee on Employment of Youth

Sources of Financial Support: National Committee on Employment of Youth

Project Director: Seymour Lesh, National Committee on Employment of Youth of the National Child Labor Committee, 145 East 32nd Street, New York, New York 10016

Other Personnell: Staff includes 3-1/3 professional workers from the National Committee on the Employment of Youth, and the help of outside social agencies.

Summary: Purpose: To demonstrate the value of employing "indigenous" adult, semi-professional workers in youth employment programs or agencies.

Population: 60 adults, male and female, age 22 or older, non-or semi-professional, indigenous to a disadvantaged neighborhood or group in the city, and selected by interview with staff member and a case conference of entire staff.

Curriculum: Instruction on the "milieu" of disadvantaged youth and barriers to their employment; the role and organization of agencies and programs dealing with youth employment; the types of jobs which can be performed by semi-professional workers within those agencies; the development of communication skills; and problems and experiences encountered on the job.

Program and Methods: 60 adults in three groups of 20; 13-week training program consisting of a combination of on-the-job training, field trips, and informal classroom discussion and evaluation.

Other Comments: First training session will start on January 11, 1965.

Texts: No actual texts used; however, we will use such publications as illustrate broad problems. For example, Michel Harrington's The Other America.

VI. C.

Location: New York, New York

Title: Job Education Program (Project III) - (ongoing)

Supervising Organ.: New York City Public Schools

Sources of Financial Support: New York City Board of Education

Project Director: Dr. Mary E. Meade, Assistant Superintendent, High School Division, Board of Education, City of New York, 110 Livingston Street, Brooklyn 1, New York

Other Personnel: Teachers; counselors

Summary: Purpose: 1) To help the students achieve clear, realistic, vocational goals; 2) to prepare him for employment and assist in job adjustment; 3) to screen him for further guidance and referral.

Population: Youth who are ready to leave school and/or oriented toward full-time employment. In 22 schools (23 classes) during the day session. In 4 evening schools for students who have opportunities to obtain employment certificates and be gainfully employed during the day.

Curriculum: Practical problems of the work world; there is continuity of instruction, regularity of attendance, improvement in pupil attitudes, and regularity of check-up on performance and continued guidance.

Program and Methods: Designed to replace the former continuation school program (1/2 day a week schooling). Students attend a pre-employment course full time fof 20 consecutive school days; class size limited to 25. They are then placed in employment and followed up on the job at least once a month until they reach the age of 17. Those who lose their jobs are returned to school for job placement or for further instruction.

IV

283 (18)

Location: New York, New York

Title: Project Able: The Effectiveness of Full Time and Coordinated Guidance Services in the High School - (September, 1962-ongoing)

Supervising Org: New York State Education Department; New York City Public School Board

Sources of Financial Support: Public School Board, 50%; State Office of Education, 50%

Project Director: Paul Driscoll, Coordinator of Project Able in New York City and Principal of Wingate High School, New York City

Other Personnel: Mrs. Bertha Seldon, Coordinator, Evander Childs High School, 800 Gunhill Road, Bronx 67; Mrs. Jeanne Tennenbaum, Coordinator, John Jay High School, 7th Avenue, 4th and 5th Street, Brooklyn; Mrs. Carolyn Schneider, Administrative Assistant, Theodore Roosevelt High School, East Fordham Road and Washington Avenue, Brooklyn, New York; 4 full-time and 3 part-time counselors, 2 social workers, 2 consultant psychologists, and secretarial help.

Summary: Purpose: The use of guidance service for the identification of potentially able pupils from culturally deprived backgrounds and the provision of enriched educational experience for them. A major goal is to evaluate the effectiveness of full-time versus part-time counselors and coordinators providing guidance.

Population: 3 public high schools (2,300 students), co-educational, about 3/4 Caucasian, ¼ Negro and Puerto Rican; in low socio-economic areas of the city. Additional guidance counseling service given in the two experimental schools, but no additional staff for guidance in the control school (Theodore Roosevelt).

Curriculum: Guidance staff serves total school population, starting in 9th grade in September, 1961. Special emphasis is placed on a matched group of about 150 students in each school who have been identified as "culturally deprived." Matching is on the basis of age, sex, and I.Q.

Program and Methods: Intensive individual guidance, small group counseling, tutorial services, homework center, parent workshops, field trips, outside speakers, broadened program, improved articulation procedures between feeder junior high school and experimental schools.

Standard Tests: IQ, reading grade, arithmetic grade, scores on Iowa Tests of educational development.

Available Publications: Project Able: Reports on the first, second and third years. University of the State of New York, State Education Department Bureau of Guidance, Albany.

IV

STEP ?

Location: New York, Rochester

Title: Rochester School Work Program - (ongoing)

Supervising Org: City School District

Sources of Financial Support: City School Board of Education

Project Director: Calvin E, Lauder, Director of Special Education
City School District, 13 South Fitzhugh Street,
Rochester, New York 14614

Other Personnel: Bernard Greenberger, Senior Consultant, City School District; regular and special education school staff.

Summary: Purpose: To prepare slow learning youth, who are unsuccessful in regular high school academic programs, for better personal and family living and good citizenship; to aid them in choosing, getting, and holding a job.

Population: Slow learners, IQ 76-89, in 6 public high schools of Rochester.

Curriculum: Functional academic subjects taught in classroom instruction. Industrial arts and specialized shop experiences taught in various occupational areas within capability of the student. Good grooming, job orientation and guidance, and desirable work habits and skills.

Program and Methods: A 3-year school-work program: 1st year spent on basic, functional classwork; 2nd year includes 2 periods daily in school work shops; 3rd year combines classroom instruction with actual on-the-job work experience. Every effort is made to place pupils in full-time job experiences after completion of the program. Use is made of special teacher training and counseling and guidance for pupils.

Other Comments: Program described in greater detail in: Work-Study for Alienated Youth. A Casebook by George W. Burchill, Science Research Associates, Inc., Chicago, 1962.

Texts Used: Goldberg, H.R., and Brumber, W.T. The Job Ahead. Chicago: Science Research Assoociates, Inc.

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Location:	New York, East Harlem
Title:	ADC Family Rehabilitation Project (1962-1967)
Supervising Org:	East Harlem Demonstration Community Service Society
Sources of Financial Support:	Social Agency, 50%; Social Service Administration, 50%
Project Director:	Lawrence Berkowitz, Co-Director of Research, East Harlem Demonstration Community Service Society, East Harlem, New York
Other Personnel:	Alice McCabe, Principal Investigator; 5 social workers, 1 testing psychologist, 2 research psychologists, 3 consultant psychologists, and 1 research sociologist

Summary: Purpose: To carry out and assess the effectiveness of group treatment, and to help the New York Department of Welfare strengthen its services as may be indicated.

Population: 13 boys and 7 girls, 10 years of age, 52.5% Negro and 47.5% Puerto Rican. Their families are all receiving Aid to Dependent Children, the oldest child is 10 years of age or under; in school and presenting anti-social tendencies.

Curriculum: General enrichment of family life.

Program and Methods: They are just concluding a study in depth of the identified population. Programming will be geared to the needs of the family. The exact nature of the involvement is currently being determined. Project is directed toward modifying the impaired functioning of the family as a group.

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VIII

Location: New York, Hartsdale

Title: A Proposed Program for Identifying and Enriching the Abilities of the Disadvantaged Child (division of Project Able - (June 1962-ongoing)

Supervising Org: Greenburgh School District No. 8, Hartsdale, New York

Sources of Financial Support: New York State Office of Education

Project Director: Dr. Sinai M. Waxman, Coordinator, Project Able, Greenburgh School District No. 8, Administrative Office, Warburg Campus, Hartsdale, New York

Other Personnel: George E. Fitch, Supervising Principal; Mrs. Louise Sindes, Social Worker; George Nemerth, Language Consultant - all of Greenburgh School District No. 8; 1 psychologist, a librarian; all elementary teachers in city helped by identifying their "disadvantaged" pupils.

Summary: Purpose: An experimental program concerned with identifying and planning enrichment activities for those children in elementary grades (kindergarten-6th) who show some lacks in their ability to respond optimally, as measured by IQ test.

Population: 343 elementary children identified as disadvantaged, but actual work being done in kindergarten, 1st, and 2nd grades; all races included.

Curriculum: General enrichment, language arts, math program, dramatics, puppetry, speech development.

Program and Methods: Special in-service teacher training, special language development training, visits to places of interest, home visits, kindergarten library, parental counseling.

Other Comments: Plan to design another detailed proposal appropriate for grades 3 and 4, gradually to extend program to grade 6.

Available Publications: Waxman, S. Dr., and others. "A Proposed Program for Identifying and Enriching the Abilities of the Disadvantaged Child - Project Able." Greenburgh School District No. 8, June, 1962; Waxman, S. Dr. "Addenda to the Proposal." $4.00 (duplication fee.)

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This is evaluation program, n program itself

VII

Location: New York, New York

Title: An Assessment of the All-Day Neighborhood Schools Program for Culturally Deprived Children - (June 1962-December 1964)

Supervising Org: United States Office of Health, Education, and Welfare

Sources of Financial Support: Grant from United States Office of Education, Children's Bureau, 90%; Public School Board, 10%

Project Director: Dr. Patricia Sexton, Professor of Sociology, New York University, Washington Square; and Dr. Adele Franklin, Director of All-Day Neighborhood Schools, 130 West 55th Street, New York, New York 10019

Other Pwrsonnel: 6 group teachers and 1 administrator are assigned to each school from 10:00 a.m. to 5:00 p.m.

Summary: Purpose: To retrain teachers for work with culturally disadvantaged children; to extend the use of existing school plants for needed service to children and community.

Population: Plan to work in 14 elementary schools in depressed areas of New York City. Approximately 600 children will be followed during their 3rd and 4th year in school. About 300 will be attending schools having the all-day neighborhood program: one school will be predominantl Negro, one varied ethnic backgrounds.

Curriculum: All subjects, including a recreation program from 3:00 to 5:00; development of a program with the classroom teacher through which the children receive more individual instruction.

Program and Methods: Development of special instructional work with small groups of children; after-school club program; extension of use of existing school plants.

Other Comments: Program now in progress; final evaluation to serve as a guide on a national level to similar school systems.

Standard Tests: Metropolitan Achievement Tests, SRA Junior Inventory, California Test of Personality, Otis Quick-Scoring Mental Ability Tests, etc.

VII

7

Location: New York, New York

Title: Project APEX (A Program for Excellence in Urban Teacher Education) - (1964-1971)

Supervising Org: New York University, School of Education

Suorces of Financial Support: Federal Office of Education, Department of Health, Education, and Welfare

Project Director: Professor John C. Robertson, School of Education, New York University, New York, New York

Other Personnel: Daniel E. Griffiths, Associate Dean, School of Education; Patricia Cayo Sexton, Assistant Professor, Educational Sociology; Roscoe Brown, and Edward Henderson, Professors, New York University; a central professional staff drawn from education, psychology, guidance, sociology, and research.

Summary: Purpose: An experimental program to prepare teams of culturally deprived and middle-class background "Peace Corps Type" high school graduates to become teachers in urban areas of poverty.

Population: 72 boys and girls from culturally deprived areas who demonstrate intelligence, leadership qualities, etc., and 72 "Peace Corps Type" students from middle-class backgrounds forming a companion group. Program begins in junior and senior years of high school and extends through college; includes both Negro and Caucasian.

Curriculum: General enrichment; all academic areas; special courses in sociology, psychology, and professional education; college-related summer field experience.

Program and Methods: Summer camp experience, pupil counseling, programme instruction, team teaching, revising materials and techniques, personal relations with dedicated students from advantaged backgrounds.

Other Comments: Project just beginning to take concrete form, will be evaluated periodically as it develops.

Available Publications: New York University School of Education. Project APEX. June 15, 1964.

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VII

Location: New York, New York

Title: Project Beacon - (Summer 1963-ongoing)

Supervising Org: Graduate School of Education, Yeshiva University

Sources of Financial Support: University funds, and Training Department of Mobiliaztion for Youth, Inc.

Project Director: Dr. Edmund W. Gordon, Graduate School of Education, Yeshiva University, 110 West 57th Street, New York, N.Y.

Summary: Purpose: To prepare professional personnel to serve in urban, slum-area schools as teachers, counselors, and psychologists.

Population: Nine graduate students selected on the basis of their undergraduate scholarship and professional interest in slum schools.

Curriculum: Theoretical studies in courses and seminars, internship for a year in a slum area of New York City.

Program and Methods: Course and seminar teaching, internship and practical experience with social agencies of Mobilization for Youth, student teaching, and field trips.

Available Publications: Fishman, J.A. "A New Look at Special Problems"; Project Beacon: Training Teachers for the Socially Disadvantaged; Training Programs in Project Beacon for the Preparation of the Preservice and Inservice Personnel to Work in Socially Disadvantaged Communities. New York: Graduate School of Education, Yeshiva University, January, 1963.

VII.

Location.	New York, New York
Title:	Campus School Program - (1962-ongoing)
Supervising Org:	Board of Education of the City of New York, Elementary Division
Sources of Financial Support:	Board of Education of the City of New York; Cooperative colleges
Project Director:	Helene M. Lloyd, Assistant Superintendent, Division of Elementary Schools, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York
Other Personnel:	Robert J. Fanning, Coordinator; Deans of Education; college and school staffs.

Summary: Purpose: Preservice and on-the-job training of teachers; testing of methods, techniques, and materials; interchange of school and college students and staffs.

Population: Students at 40 New York elementary schools and student teachers from 16 New York colleges.

Curriculum: Varies from school to school; determined by school and college need.

Program and Methods: One college works with one or more public elementary schools, initiating programs necessary to meet the needs of those institutions. Individual programs listed in Campus School Exchange, Spring, 1964.

Other Comments: Most elementary schools selected are in disadvantaged areas. Project is gaining support.

Available Publications: Campus School Exchange. Spring, 1964. (Brochure.); Campus School Program. Annual Report. 1963-64.

(22) 29 curriculum development in teacher training

X

VII.

Location: New York, New York

Title: Project TRUE (Teachers and Resources for Urban Education) - (1962-ongoing)

Supervising Org: Hunter College of the City University of New York

Sources of Financial Support: Office of Youth Development and Juvenile Delinquency - [illegible]

Project Director: Professor Marjorie B. Smiley, Department of Education, Hunter College of the City University of New York, 695 Park Avenue, New York 21, New York

Other Personnel: Professor Herbert Schueler, Director of Teacher Education, 2 associates, 2 assistants, 10 consultants

Summary: Purpose: A curriculum development project for the preparation and evaluation of materials for training teachers serving depressed urban areas.

Population: Observation has been done in 5 elementary and 2 junior high schools in depressed areas of New York City; varied racial backgrounds. Materials are tested in teacher education courses at Hunter College.

Curriculum: Curriculum materials completed include: bibliography and Supplement I of urban education; readings for teacher education courses and in-service institutes; sociological analysis, 3 films; 2 videotapes; 19 audio-tapes of elementary school beginning teachers; photo studies of children in the classroom; selected descriptions of teachers at work in special service schools; case study of a problem in administration.

Program and Methods: An intensive period of observation in depressed area schools; a study of the teaching experience and practice of recent Hunter graduates; teacher training in a special service school; pilot adaptations in introductory courses in teacher education; an intensive 6-week summer institute for elementary teachers in depressed areas; faculty and school personnel conferences; evaluation of projects.

acher Training

X

VIII.-

Location: New York, New York

Title: Bank Street College of Education Training Institute for Differentiation and Remediation of the Learning Problems of Culturally Impoverished Children - (1964-1965)

Supervising Org: Bank Street College of Education

Sources of Financial Support: President's Committee on Juvenile Delinquency and Youth Development

Project Director: Elizabeth C.Gilkeson, Director of Children's Programs and Guidance, Bank Street College of Education, New York 14, New York

~~Other~~ Personnel: Associate Director: Gordon J. Klopf, Associate Director, Guidance Programs, Bank Street College of Education; 5 consultants giving intensive training to 50 school supervisors, teachers, remedial taachers, and guidance counselors.

Summary: Purpose: Intensive training of educators who are in a position to raise learning levels of socially handicapped children.

Population: 50 children, ages 9-11, who are at least 2 years retarded in reading level, are used as experimental students.

Curriculum: Practical experience plüs educational theory.

Program and Methods: Morning practicum where each "teacher" has a chance to develop a one-to-one relationship with a student, tutor him, observe him in group interaction, and construct a remedial program for him. Afternoon seminars in three subject areas: 1) analysis and remediation of learning problems; 2) case studies of children; 3) group process. Other activities include films, field trips, demonstrations of clinical techniques, and guest speakers.

Other Comments: All children in the laboratory groups were "culturally and economically disadvantaged."

Texts: Pre-Institute assignments for all trainees: Riese, Hertha. Heal the Hurt Child; Harris, A. J. How to Increase Reading Ability; Hunt, J. McV. Intelligence and Experience.

Available Publications: Progress Report: Training Institute for Differentiation and Remediation of Learning Problems of Culturally Impoverished Children, January 1965.

Teacher training

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VII.

Location: New York, New York

Title: Bank Street College of Education Institute for Training in Psycho-Educational Method with Focus Upon the Disadvantaged School - (June 1963-January 1964)

Supervising Org: Bank Street College of Education

Sources of Financial Support: President's Committee on Juvenile Delinquency and Youth Development

Project Director: Director, Institute for Training in Psycho-Educational Methods, Bank Street College of Education, 69 Bank Street, New York, New York

Other Personnel: Institute faculty

Summary: Purpose: To provide a month of intensive resident training as a core of a year's training in working with the socially handicapped. Its focus was on several approaches to elementary school teaching to motivate participants to take initiative in programs to improve curriculum for integrated schools, and to upgrade achievement of slow learners, and qualify trainees for more responsibility in school and community activities.

Population: 45 men and women from Boston, Cleveland, and New York City; a bi-racial group of teachers and supervisors, selected from areas where the President's Committee is supporting community-action projects to combat delinquency.

Curriculum: The Institute was divided into two approximately equal parts: Seminar I, Integration; Seminar II, Remedial Teaching, to bring each participant into realization of the strength of the racially mixed classroom as a positive force for education, and to help him to act constructively in advancing integration. For the seminar in remedial teaching, the Institute faculty selected a laboratory group of 20 under achieving children, made up of both boys and girls, Negro, Caucasian and Puerto Rican, between the ages of 9-12, 2 to 4 years retarded in reading.

Program and Methods: The Institute was designed as a laboratory experience in desegregation and integration. Desegregated by the selection process, Seminar I learned experientially to be an integrated group. Lectures, seminars, living as an integrated group, working daily with a low-achieving child in reading methods, supervision in analyzing the records of this child and planned remedial action. Extensive use of resource people from the social and behavioral sciences; guest speakers, field trips, a study of curriculum materials, special-interest workshops.

for NEWBURGH, N. Y., see Buffalo

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Location: Louisiana, New Orleans

Title: Magic Land - (1964-ongoing)

Supervising Org: Greater New Orleans Section, National Council of Jewish Women, New Orleans, Louisiana

Sources of Financial Support: National Council of Jewish Women

Project Director: Mrs. Tilden Pick, 7060 General Haig, New Orleans, Louisiana

Other Personnel: 1 professional teacher, 3 volunteer teachers

Summary: Purpose: To enlarge the scope of a child's experience so that the words he learns in the first grade will have a real meaning for him. To encourage the child to verbalize his experiences, to ask and answer questions, and to be eager to learn upon entering first grade.

Population: 30 kindergarten children from 4 schools, 100% Caucasian.

Curriculum: Field trips throughout the city, with particular emphasis on the activities which appear in the first-grade readers; developing personal habits, listening, oral language, verbal skills, physical development.

Program and Methods: Magic Land is conducted in 2 sessions on Tuesday and Thursday of each week. The teacher meets with parents for private conferences and for conferences with the teachers' aides.

Texts: Lenski. Brown Cow Farm, Little Farm, The Little Firemen; Brown. I Know a Farm, The Little Farmer, The Little Firemen; Tresselt. Sun Up. County Noisy Book, Timothy Turtle, Let's Go Outdoors, Turtles, The Big Book of Fire Engines, Boats on the River, Big Book of Boats, Davey's First Boat.

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III-B

Location: Virginia, Norfolk

Title: The Higher Horizons Program in a Southern Junior High School - (1961-1962)

Supervising Org: Virginia State College, Norfolk Division

Project Director: Margaret Gordon, Principal, D.G. Jacox Junior High School, Norfolk, Virginia

Other Personnel: Teachers

Summary: Purpose: To identify the easily replicable aspects of the New York City Higher Horizons Program in a Southern Junior High urban school, and to implement changes to aid disadvantaged students.

Population: 301 entering 7th graders at D.G. Jacox Junior High; 100% Negro, all disadvantaged children with a median IQ of 88.

Curriculum: General enrichment; reading, math; motivation and guidance.

Program and Methods: Remedial reading program with special in-service education in teaching of reading for the teachers; visits to places of interest in the community; extensive pupil and parental guidance; encouragement of independent home reading; expanded P.T.A. program; Book Week; occupational guidance.

Other Comments: School plans to follow-up students'achievement at the senior high school level.

Standard Tests: California Achievement Test Forms AA and BB in Reading and Arithmetic.

Available Publications: Brazziel, W.F. and Gordon, M. "Replications of Some Aspects of the Higher Horizons Program in a Southern Junior High School," Journal of Negro Education, Spring 1963. Also published in The Bulletin of the National Assocation of Secondary School Principals. March 1963.

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for NORWALK see New Haven for Norwalk School Improvement Program

Location: Virginia, Norfolk

Title: Norfolk Council for the Improvement of Education - (1960-ongoing)

Supervising Org: Norfolk Council for the Improvement of Education

Sources of Financial Support: Negro civic organizations and Newspaper

Project Director: Mrs. Vivian Mason, President, Norfolk Council for the Improvement of Education, Norfolk, Virginia

Other Personnel: Wm. F. Brazziel, Director of General Education, Norfolk Division, Virginia State College, Norfolk, Consultant

Summary: Purpose: The motivation and assistance of Negro youth toward a fuller utilization of academic learning, and the enlightenment and motivation of the Negro community as to the ways and means it can aid this process.

Population: Children and Youth from all grade levels, preschool to pre-college; selected by area; large majority Negro, some Caucasian.

Curriculum: All levels tutoring; parent information programs

Program and Methods: Remedial clinics; school honor assemblies; summer schools, after-school programs; pupil and parental guidance; civic aesthetic improvement groups; encouraging public schools to begin instituting programs for disadvantaged children; preschool nursery program.

Available Publications: Brazziel, W. F., Civic Group Experiments in Compensatory Development of Culturally disadvantaged Children

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VI-C

Location: Virginia, Norfolk

Title: General Education in a Retraining Project for Hard-Core Unemployed Adults

Supervising Org: Norfolk Division of Virginia State College

Sources of Financial Support: U.S. Office of Education; Office of Manpower, Automation, and Training

Project Director: W. F. Brazziel, Director of General Education, Virginia State College, Norfolk, Virginia

Other Personnel: General education staff teachers

Summary: Purpose: To teach basic skills, occupational information, and human relations in conjunction with retraining in technical skills.

Population: 50 men being retrained in a technical skill.

Curriculum: Language arts, number skills, occupational information, human relations, remedial reading, general enrichment.

Program and Methods: Formal, classroom instruction using ability grouping, and coordinating technical retraining and academic training (vocabulary lists, using trade magazines for readers); use of audiovisual materials, pupil guidance, use of college cultural opportunities.

Standard Tests: Gates Reading Survey; Teachers' College, Columbia University Diagnostic Reading Test.

Also see Los Angeles for Oakland Interagency Project
and Willow Manor Oral Language Project ok ✓ L
II and Youth Employment Project ok
and Diagnostic and Remedial Reading
Also see Merced for Centers for Academically Talented Children

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Location: California, Oakland

Title: Explorations for Conceptual Curriculum; Oakland Child Care Project

Supervising Org: Child Care Program

Sources of Financial Support: 1962-64: Ford Foundation; 1964-65: Oakland Child Care Program

Project Director: Maxine Christopher, Oakland Public Schools, Oakland, California

Other Personnel: Dorothy G. Hansen, University of California, Berkeley, and Duncan N. Hansen, Stanford University, Stanford, Educational Consultants; staffs of 12 centers, 85 nursery school teachers

Summary: Purpose: To give preschool training to disadvantaged children, especially in reading readiness and cultural enrichment.

Population: Pupils at 12 Oakland Child Care Centers: 1,000 children ages 2-12, of which 550 are 2-5 years old; mixed ethnic and racial composition, the majority of which are Negro.

Curriculum: Expansion of regular nursery school program; special preparation for learning how to read (verbal and auditory discrimination, etc.); cultural enrichment; parental education.

Program and Methods: Teacher training; curriculum revision.

Texts: Experimental curriculum being developed (Verbal and Auditory Discrimination Training for Preschool Children), probable publication, 1965.

II

Location: California, Oakland

Title: Preschool Project - (November 1964-June 1966)

Supervising Org: Interagency Project School Program, Oakland Public Schools

Sources of
Financial Support: Public School Board

Project Director: Andrew J. Viscovich, Coordinator Interagency School Program, Oakland Public Schools, 1025 Second Avenue, Oakland, Calif.

Other Personnel: 3 teachers, 18 teachers' aides, curriculum assistant, supervising teacher, and part-time psychologist for testing

Summary: Purpose: 1) To develop a readiness toward learning among disadvantaged preschoolers and to help them overcome their environmental deficiencies; 2) to increase parental skills and understandings of the values of education in order to increase their ability to better help with the education of their children; 3) to determine the feasibility of preschool education in elementary schools at low cost.

Population: 60 boys and 60 girls of preschool age, selected by area.

Curriculum: General enrichment of cultural and sensory experience.

Program and Methods: Pupil and parental counseling and guidance; use of audiovisual techniques.

Standard Tests: Peabody Picture Vocabulary; Vineland Social Maturity; Oakland Public Schools Vocabulary Test.

Available Publications: "Proposal to Operate a Preschool Program for Educationally Deficient Children and Their Parents", Oakland Public Schools, July, 1964

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III

Location: California, Oakland

Title: Golden Gate Elementary School Compensatory Education Program -- (1963-ongoing)

Supervising Org: Oakland Public School System

Project Director: Dr. Alden W. Badal, Assistant in Research, Oakland Public Schools, Oakland, California

Other Personnel: 1 full-time counselor; 1 special project teacher; part-time testing, clinical, consulting and counseling psychologists; and the regular school personnel.

Summary:: Purpose: To provide intensive remedial and counseling assistance to pupils of normal intelligence (90 IQ and above) who were reading at least one year below grade level.

Population: 94 pupils, grades 1 to 6, who have a poor school record, but were judged able to profit from the program.

Curriculum: Reading, spelling, language arts, and writing.

Program and Methods: Students in grades 1 to 3 spend all their time in special small classes with a remedial teacher; pupils in grades 4 to 6 spend 90 minutes a day in special work with remedial teacher at the child's pace; full-time counselor to help children make adjustment; health problems of children investigated.

Other Comments: Plans for the future include the following:

1) Provision of an after-shool study hall.
2) A newly formed committee to study, reevaluate, and recommend changes.
3) Continued emphasis on parental interest and involvement in school activities.
4) More home visits by teachers, nurse, and counselors for better communication and closer home-school relationship.

Standard Tests: Reading Tests; Stanford Achievement; Group Intelligence Test (K.A.); Individual Intelligence Tests; Stanford-Binet, WISC.

III

Location: California, San Francisco

Title: State Compensatory Education Program - (1963-ongoing)

Supervising Org: San Francisco Unified School District

Sources of Financial Support: Public School Board, 33-1/3%; State Office of Education, 66-2/3%

Project Director: Isadore Pivnick, San Franciso Unified School District,
135 Van Ness, San Francisco 2, California

Other Personnel: Regular classroom teachers plus 5 teachers on special assignment

Summary: Purpose: Compensatory education as regular part of ongoing program: to develop language skills, increase motivation, broaden cultural background, increase use of community resources, and improve parent participation.

Population: 1,500 boys and girls in grades 2 through 8, of Oriental, Negro, and Mexican descent.

Curriculum: General enrichmet of cultural and sensory experience; language arts.

Program and Methods: Visits to community places of interest; parental counseling and guidance.

Available Publications: Spears, H., "The Local Program of Compensatory Education", October, 1963.

202 - omitted research

VIII

Location: California, Oakland

Title: Structured Language Development for the Culturally Different Mexican-American Preschool Child - (September 1962-June 1965)

Supervising Org: Ellen K. Raskob Institute

Sources of Financial Support: Raskob Foundation

Project Director: Sister Eileen Marie, 3500 Mountain Boulevard, Oakland 19, California

Other Personnel: Miriam Foord, Co-investigator; 1 laboratory school with 1 teacher; 5 teacher aides, 1 social worker, 1 psychologist, and 5 volunteers.

Summary Purpose: Pilot study for the development of materials and teacher training; to explore and define needs of Mexican-American preschool children: 1) experience background, 2) language background, 3) specific physical, emotional, and mental problems related to instructional problem, 4) develop program adapted to needs of children, 5) train teachers in use of developed materials, and 6) evaluate through objective tests and qualitative study through samplings.

Population: All the children (30) are preschool age and Mexican, with a control group.

Curriculum: General enrichment of cultural and sensory experience.

Program and Methods: Special teacher selection and training, visits to community places.

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VIII

Location: California, San Francisco

Title: Drama Demonstration Project - (September 1963-June 1966)

Supervising Org: San Francisco School District

Sources of Financial Support: Foundation, 66-2/3%; Public School Board, 33-1/3%

Project Director: Isadore Pivnick, Supervisor Compensatory Education, San Francisco, California

Other Personnel: Wm. Cashman, Carol Schwartz; John DeCecco, San Francisco Unified School District employees

Summary. Purpose: Pilot or exploratory study. To select youth who are underachievers due to lack of motivation; to place them in classes of no more than 18, allowing them to travel in a core program (track system). Through the use of drama (productions) and dramatic techniques on the part of teachers, to work on attitudes and academic skills.

Population: 36 girls and 36 boys of junior high school age. Inventory of race not take, but all are low-motivated youngsters.

Curriculum: All subjects, including shop and drama.

Program and Methods: This is an after-school program in four centers. It is designed to demonstrate that drama, as an integral part of school curriculum and group work agency programming, is an effective medium for motivating and then teaching the culturally deprived or disadvantaged (Negro) child. The project seeks to demonstrate during its three-year span that the child so motivated and equipped with learning skills will significantly raise his cultural and vocational aspirations.

III-B

Location: California, Oakland

Title: The Ten Schools Project - (1963-present)

Supervising Org: Ten Schools plus central administration

Sources of Financial Support: Project uses regular school budget

Project Director: Alden W. Badal,,Assistant in Research, Oakland Public Schools, Oakland, California

Other Personnel: Teachers, teachers'aides

Summary: Purpose: 1) to improve academic achievement; 2) to improve pupils' self-image; 3) to involve parents in the progress of their children and the programs of the school.

Population: Pupils at ten schools with large enrollments of disadvantaged pupils.

Curriculum: Remedial reading, general improvement of motivation, and attempt to raise goals.

Program and Methods: Home visits with parents;asking mothers to contribute to schools as volunteer workers; pupil-help-pupil programs; 'Uplift' Committee formed by teachers to upgrade pupils' personal lives add thereby self-image; new emphasis on higher standards in the day-to-day work.

III-B

Location: California, Pittsburg

Title: Mount Diablo Unified School District Compensatory Education Program -(1963-1965)

Supervising Org: Mount Diablo Unified School District

Sources of Financial Support: McAteer Act

Project Director: Douglas Usedom, Vice Principal, Riverview Intermediate School, 611 Pacifica Avenue, Pittsburg, California

Other Personnel: Harold P. Hill, Assistant Superintendent, Secondary Education, Mount Diablo Unified School District, 1936 Carlotta Drive, Concord, California 94521

Summary: Purpose: To present a more practical approach to the study of various science units, and to provide a more concrete, meaningful, and interesting program for the slower students.

Population: All 8th graders at Riverview School. Experimental group in general science curriculum; children not in program are control group.

Curriculum: An integration of the areas of chemistry, nature study, botany, conservation, and energy in a unit on Gardening and Practical Botany.

Program and Methods: Students will be involved in planning, constructing and maintaining garden plots, analyzing and improving the soil, learning effective conservation practices, utilizing plant propagation techniques, and raising plants under experimental versus controlled growth conditions. The total program will also involve related classroom and laboratory activities in science, math, home economics, woodshop, and language.

Other Comments: Hope for future to provide similar approaches in the areas of the human body, machines and electricity, and astronomy.

Standard Tests: Modified version of the Gough Scale (California Psychological Inventory) and the California Study Methods Survey; administered at beginning and end of project for evaluation purposes.

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Location: Oklahoma, Oklahoma City

Title: The Emerson Project; High School Big Brothers' Project - (1963-ongoing)

Supervising Org: Emerson Elementary School

Sources of Financial Support: Small local contributions

Project Director: Mr. Nance, Emerson Elementary School, Oklahoma City, Oklahoma

Other Personnel: Part-time high school volunteers (parental consent)

Summary: Purpose: To interest children in school activities so they will remain in school till graduation.

Population: 86 - 4th, 5th, and 6th graders; from a school district having characteristics for potential dropouts.

Curriculum: General enrichment; language arts, art, music; physical education; drama.

Program and Methods: After-school program; visits to places of interest in community.

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III-A

Location: Oklahoma City, Oklahoma

Title: The Riverside Project - (1962-1964)

Supervising Org: Riverside Elementary School and Oklahoma City Public School Board

Sources of Financial Support: Public School Board

Project Director: Dr. Larry K. Hayes, Director of Educational Research, Oklahoma City Public Schools, Oklahoma City, Oklahoma

Other Personnel: Bob G. Storie, Principal, Riverside Elementary School; 3 teachers, 3 teacher-aides; 2 research assistants

Summary: Purpose: To reduce the future number of dropouts by fostering the early growth of reading development and improving the general quality of elementary education.

Population: 83 1st, 2nd, and 3rd graders from families with low income and education, low intelligence, and 28% on Aid to Dependent Children.

Curriculum: Regular curriculum with emphasis on reading.

Program and Methods: Demonstration project with some evaluation and research; teachers' aides employed.

Standard Tests: California Tests of Mental Maturity; Child's Ability Inventory; The Language Arts Skills Inventory; The Teachers Observation Rating Scale.

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VI-A

Location:	Oklahoma, Oklahoma City
Title:	Cooperative Training or Work-Study Program - (1961-ongoing)
Supervising Org:	Central High School, Oklahoma City
Sources of Financial Support:	Central High School
Project Director:	Bill Horn, Central High School, Oklahoma City
Other Personnel:	2 teachers, 2 coordinators, 1 girls' counselor, 1 boys' counselor

Summary: Purpose: To give students the chance to extend their vocational learning to out-of-school situations.

Population: Students at Central High School who want employment or employment training while still in high school.

Curriculum: Vocational training and academic training which is related to work.

Program and Methods: Coordinator matches students' schedules with their work schedules. Students can attend adult day school, regular high school, adult night school, or correspondence school. Coordinator also tries to see that academic training is related to the job. Extensive counseling. Extensive use of newspapers, films, and guest speakers.

Texts: Science Research Associates, Inc., Guidance Series Booklets; The Job Ahead. Syracuse, New York: Syracuse University Press; Distributive Education Material. Austin, Texas: The University of Texas, Division of Extension, Distributive Education Department.

Standard Tests: Oklahoma State Employment Service administers aptitude and general intelligence tests.

VI-A

Location: Oklahoma, Oklahoma City

Title: Research Study of an Experimental Vocational and Academic Training Program for Recent High School Dropouts - (1964-1967)

Supervising Org: Oklahoma State University Research Foundation

Sources of Financial Support: Ford Foundation grant; Federal funds

Project Director: Dr. J. Paschal Twyman, Associate Professor of Education, Oklahoma State University, Oklahoma City, Oklahoma

Other Personnel: Associate Director, researchers, teacher counselors

Summary: Purpose: Experimental vocational, vocational-academic, and academic training program for dropouts; after one year of training, research will try to determine which methods are most effective.

Population: 250 youths, ages 19-211 unemployed and underemployed, who dropped out of school after 10th grade, have been out of school at least 2 years, and have an aptitude for some particular skill.

Curriculum: Combinations of specific vocational training and academic work in American history, science, math, language arts; all get general cultural enrichment program.

Program and Methods: Remedial classes with few pupils and individualized instruction, initial diagnostic testing and close guidance; films, programmed learning, closed circuit television; an athletic program; a speakers bureau staffed by program participants, outside speakers, field trips, attendance at cultural events, the latter four events largely planned by the students themselves.

Standard Tests: Standardized aptitude and diagnostic tests.

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VI-C

Location: Oklahoma, Oklahoma City

Title: Job-Related Work-Study Program, Adult Institute (ongoing)

Supervising Org: Adult Institute

Sources of Financial Support: Students pay tuition

Project Director: Bill Horn, Coordinator Cooperative Training, Central High School, Oklahoma City, Oklahoma

Other Personnel: Teachers

Summary: Purpose: To give the adult student high school credit for job experience and to further educate him.

Population: Employed adults in city area who want to earn high school credits.

Curriculum: Academic courses related to working world. Courses designated as Job-Related I, II, and III, giving 5 credits in 3 semesters.

Program and Methods: Special teachers, after-school program, guest speakers, use of audiovisual equipment, group discussions. Class meets 2 sessions each week. The teachers do the coordinating between school and employer.

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Location: Nebraska, Omaha

Title: Assistance to Intercultural Development - (August 1964-June 1967)

Supervising Org: Omaha Public Schools

Sources of Financial Support: Funds requested from Federal Office of Education; present support from University of Nebraska, University of Omaha.

Project Director: Don Warner, Assistant Superintendent of Schools, Omaha Public Schools, Omaha, Nebraska

Other Personnel: Ward Brunson, Coordinator of Evaluation, Omaha Public Schools; Dr. Warren Baller, University of Nebraska, Lincoln, Nebraska; 260 teachers, 2 social workers, 12 consultant psychologists, 4 testing psychologists, 16 remedial reading teachers, and 92 full-time volunteers.

Summary: Purpose: To improve the total environment of a culturally deprived area.

Population: 3,000 boys and girls from preschool through precollege; 30% Negro and 20% Caucasian; all with low grades, disciplinary and emotional problems.

Curriculum: A child study project, conducted by Dr. Daniel Prescott, of the University of Maryland, will affect all areas of learning.

Program and Methods: Tutorial projects, special teacher selection and training, study centers, after-school and summer-school programs; visits to community places of interest; pupil counseling; classroom reorganization, improved student-teacher ratio. Pupil-created audiovisual productions and teacher constructed programmed instruction lessons are under consideration.

I

Location: California, Oxnard

Title: Oxnard School District Project in Compensatory Education - (1963-1965)

Supervising Org: Oxnard School District

Sources of Financial Support: McAteer Act

Project Director: Dr. Alvin Robinson, Assistant Superintendent, Education, Oxnard School District, 255 Palm Drive, Oxnard, California

Other Personnel: Teachers' aides; language resources teachers

Summary: Purpose: To improve children's facility with the English language; improve classroom performance and raise aspirations.

Population: All children in Oxnard School District (low socio-economic) included in project. Area has high percentage of non-English speaking children.

Curriculum: General enrichment, instruction in reading, and language arts.

Program and Methods: 1) An experimental and control group at the 1st grade to measure the effectiveness of the language experience approach to teaching reading; 2) a work study center for use by upper elementary and junior high school; 3) a classified teacher's aide at each school; 4) a language resource teacher to teach English to non-English speaking students.

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There are two programs mixed here

Location: California, Pasadena

Title: Higher Opportunities in Pasadena's Education - (February 1961-ongoing)

Supervising Org: Board of Education; Abraham Lincoln Elementary School

Sources of Financial Support: Board of Education; funds from the McAteer Bill

Project Director: George W. Norene, Superintendent, Pasadena Public Schools, Education Center, 351 South Hudson Avenue, Pasadena, California

Other Personnel: Staff of Abraham Lincoln Elementary School (pilot School); and cooperation of all school personnel in Pasadena

Summary: Purpose: To provide methods and resources to meet the needs of the culturally deprived child in the areas of academic achievement, self-image, and motivation.

Population: Pasadena's elementary and high school pupils

Curriculum: General cultural enrichment, reading, language arts, academic subjects with revised curriculum.

Program and Methods: Intensive guidance and counseling; remedial reading work; rewriting or revising of instructional materials; special teachers and team teaching; visits to community; use of library.

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V

Location: California, Pasadena

Title: A Study of the Effectiveness of a Children's Workshop in the Creative Arts in Forwarding Personal and Intellectual Development - (April 1, 1963-December 31, 1964)

Supervising Org: Pasadena Art Museum, Pasadena City Schools

Sources of Financial Support: Foundation, 90%

Project Director: Mrs. Eve Eshelman, Pasadena Art Museum, 46 No. Los Robles, Pasadena, California

Other Personnel: Dr. Florence Diamond, Research Director, 135 Sierra View Road, Pasadena, California (home); Dr. Ella Kube, Research Associate, 310 Mavis Drive, Los Angeles, California (home); (on staff of Occidental College); 5 teachers, 1 clinical psychologist, and 1 consultant psychologist.

Summary: Purpose: To explore the effectiveness of art education of a special kind in overcoming the handicaps of low self-esteem, impulsivity, and negative attitudes toward the learning situation in a public school setting among disadvantaged boys in elementary school.

Population: 45 boys in the 3rd grade; 75% Negro, 12% Caucasian, 1 Hawaiian, 1 mixed; culturally disadvantaged, low grades, and low reading achievement scores.

Curriculum: General enrichment and art

Program and Methods: An after-school program; Junior Art Workshops at the Pasadena Art Museum.

also see New Brunswick for S~~ocial and Culturalfactors related to school achievement~~

V-B

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Location: New Jersey, Paterson

Title: After School Study Hour (September 1964-June 1965-ongoing)

Supervising Org: Paterson School Board

Sources of Financial Support: Paterson School Board.

Project Director: Miss Harriet Gibbs, P. S. #28, Presidential Boulevard, Paterson, New Jersey

Other Personnel: 2 teachers, 9 teachers' aides, 2 specialized teachers, and 9 part-time volunteers

Summary: Purpose: A pilot study for the purpose of helping pupils with study problems, and training of teachers' aides.

Population: 40 boys and 60 girls from grades 5 through 8; Caucasian, Negro, and Puerto Rican.

Curriculum: General enrichment and study skills.

Program and Methods: An after-school study center, using teachers' aides; pupil counseling and guidance.

VI-B

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Location: Pennsylvania, Philadelphia

Title: Youth Conservation Corps - (August 1959-ongoing)

Supervising Org: Philadelphia Department of Public Welfare, Youth Conservation Services Division

Sources of Financial Support: Municipal Treasury, 100%

Project Director: George A. Brown, Community Services Section, Youth Conservation Services Division, 531 City Hall Annex, Philadelphia 7, Pennsylvania

Other Personnel: Alfonso Williams, Supervisor, Youth Conservation Corps, Community Services Section, Room 530, City Hall Annex, Philadelphia 7, Pennsylvania; Carl M. Hackney, Director, Field Operations Section, Youth Conservation Services Division, Room 504, City Hall Annex, Philadelphia 7, Pennsylvania; staff includes 33 social workers and 10 group leaders.

Summary: Purpose: A multi-program effort to combat, prevent, and control juvenile delinquency.

Population: 100 boys in the school-work program and 300 boys in the summer-work program between 14 and 17 years of age; 70% Negro, 25% Caucasian, and 5% Puerto Rican; living mainly in city's depressed areas.

Curriculum: Preparation for employment, development of responsibility through earning wages and out-of-door work in park system of Philadelphia; learning about themselves and others by becoming a member of a group.

Program and Methods: From September to June, the program is part of the school-work program of the School District of Philadelphia. The boys are dismissed from school early and receive school credit for their work; 10 boys to one adult; summer 40-hour work-program in parks; counseling and casework with boys and families.

VI-C

Location: Pennsylvania, Philadelphia

Title: MDTA Youth Project - (September 1933-ongoing)

Supervising Org: Philadelphia Public Schools, the local State Employment Service, and the State Departments of Education and Labor

Sources of Financial Support: Federal funds through the State Office of Education by way of the Manpower Development and Training Act

Project Director: William E. Brunton, Division of Vocational and Industrial Art Education, School District of Philadelphia, The Board of Public Education, 21st Street S. of the Parkway, Philadelphia, Pennsylvania

Other Personnel: C. Taylor Whittier, Superintendent of Schools; teachers

Summary: Purpose: Training of unemployed youth.

Population: 500 MDTA project youth, ages 16-22, to be trained for immediate employment; and 500 heads of household (22 years and over) who will be recruited by the State Employment Service.

Curriculum: Basic academic instruction; shops include: clerical practice, beauty culture, restaurant practice, hospital services; auto, sheet metal, machine shop, and electrical shop.

Program and Methods: Youths received a subsistence allowance each week from the State Department of Labor for a maximum of 52 weeks. They spent six hours a day in school. During the first 12 weeks they rotated through four experiences of three weeks each, unless they were counseled and decided that they wished to be transferred to a vocational project at an earlier date. During this three-week period they received instruction for half-time in shop and half-time in arithmetic, English, writing, and reading on a level determined by examination. At the end of 12 weeks they were placed in a vocational program for a maximum of 40 weeks.

Other Comments: We plan to extend our vocational and technical programs in this city tremendously when Congress approves allocation of funds to support the authorization act for vocational education.

5. X

VI-C

Location: Pennsylvania, Pittsburgh

Title: Program at Fifth Avenue High School - (ongoing)

Supervising Org: Pittsburgh Public Schools

Sources of Financial Support: Ford Foundation through the Great Cities Program for School Improvement

Project Director: Division of Pupil Services, Pittsburgh Public School, Bellefield Avenue and Forbes Street, Pittsburgh 15213

Other Personnel: Placement supervisor, teachers

Summary: Purpose: To retain boys in school until there are definite educational gains; preparation for suitable employment is considered a more primary goal than graduation.

Population: 40 boys, 16-18 years old, in two classes at Fifth Avenue High School. Most were dropouts, a few were transferees from other schools on recommendation of their counselors; mental ability levels are average and below average and most boys have serious handicaps in reading and math.

Curriculum: Basic academic work with emphasis on the language arts and arithmetic. An equal amount of time is spent in variety of shop activities, including pipe-fitting, tile-laying, simple electric wiring, woodworking, and bricklaying.

Program and Methods: 3 hours a day in academic work, equal amount in shop activities. Six months in program is considered the minimum and in some cases reinstatement in regular programs will be possible.

Other Comments: This program is an outgrowth of the summer dropout project financed through the President's Emergency Fund.

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I

Location: Pennsylvania, Philadelphia

Title: The School-Community Coordinating Team - (1960-ongoing)

Supervising Org: Curriculum Office, School District of Philadelphia

Sources of Financial Support: Ford Foundation, 50%; School District of Philadelphia, 50%; after 1964, School District of Philadelphia, 100%

Project Director: George Green, Coordinator, Curriculum Office, Administration Building, School District of Philadelphia, Parkway at 21st Street, Philadelphia, Pennsylvania 19103

Other Personnel: 4 special consultants (arithmetic, language arts, new teacher consultants), 7 language arts teachers, 9 school-community coordinators.

Summary: Purpose: To improve the academic achievement of educationally disadvantaged children, particularly in the language arts and computational areas; to enrich cultural backgrounds; to improve self-image and motivation; to develop wholesome school-community understanding and cooperation; and to identify and develop those students with potential.

Population: Pupils from 6 elementary and 1 junior high school located in the north-central section of Philadelphia, almost all of whom are disadvantaged.

Curriculum: All phases of the elementary program, but with primary emphasis upon the language arts skills and arithmetic.

Program and Methods: Special consultants for teachers; language arts teachers; language arts laboratories; extensive and intensive education of teachers featuring on-school-time in-service training; new educational equipment and materials; new curriculum; new group of students; extension of school day, week, and year for tutoring and enrichment; use of teaching techniques which stress the kinesthetic and the concrete; and an extensive program designed to gain community understanding and support.

Standard Tests: Use of Informal Reading Inventory designed for the project children and which, in a large measure, determines the school placement.

Available Publications: The Philadelphia Story; Philadelphia School District Programs for the Educationally Disadvantaged; Evaluation of Philadelphia's Great Cities School Improvement Program - available, June 1965.

I

Location: Pennsylvania, Pittsburgh

Title: Compensatory Education - (1960-1964)

Supervising Org: Pittsburgh Board of Public Education

Sources of Financial Support: Pittsburgh Board of Public Education; Ford Foundation; Federal Government

Project Director: Charles H. Hayes, Section on Compensatory Education,
Board of Public Education, 341 South Bellefield Avenue,
Pittsburgh 15213

Other Personnel: Assistant Director, Assistants to the Director, Secretaries; Preschool: coordinator, secretary, teacher, assistant teacher, teacher's aide; Non-graded Planning Committee, Arts Program: story teller, art consultant, eurythmics workshop leader, eurythmics supervisor, eurythmics teachers; Speech Improvement: coordinator, speech teacher; team teaching: team leaders, assistant team leaders, team mothers, special supervisors; Transition Rooms: remedial teacher, reading specialist, director; Adjustment Classes (emotionally disturbed): teacher, non-professional worker; Mental Health Team: coordinator, child psychiatrist, psychiatric social worker, clinical psychologist, secretaries, community case aides; Community Utilization: coordinator, secretary; Family Related Education: coordinator, industrial arts teachers, homemaking counselors, physical education instructors, primary teachers, group social workers, secretary; Parent-Study Groups: itinerant teacher; Work-Shops: resource speakers and consultants.

Summary: Purpose: 1) To extend the school downward to 3 and 4-year old children; 2) to develop a non-graded sequence of learning for children 3 to 9 years of age; 3) to use all resources in school and community to add strength to learning in public schools, especially for children who are educationally deprived.

Population: Students in Pittsburgh's old, congested, and deprived areas; from 20 schools.

Curriculum: A curriculum is being developed for the pre-primary classes. The regular curriculum is being followed in the grades.

Program and Methods: Team teaching (master team leader, teachers, intern, and aide); study centers, after-school and summer program, trips, etc.; extensive guidance for pupils and parents; use of all community facilities to give cultural experiences to these children; preschool; non-graded planning; arts program; speech improvement; transition rooms; reading specialist; adjustment classes; community case aides; community utilization; family related education; parent-study groups; mental health teams; workshops.

II

Location: Pennsylvania, Philadelphia

Title: Experimental Nursery School Program - (July 1963-June 1966)

Supervising Org: School District of Philadelphia in cooperation with the Philadelphia Council for Community Advancement, and Temple University

Sources of Financial Support: Ford Foundation, 75%; Public School Board, 25%

Project Director: Gabrielle J. Faddis, Temple University, Philadelphia, Pennsylvania

Other Personnel: Dr. Kuno E.Beller, Research Director, Temple University; 4 teachers and 4 assistant teachers; 2 testing psychologists; 2 research assistants.

Summary: Purpose: 1) To train nursery school teachers; 2)to develop interpersonal interaction of parents and teachers; 3) contribute to social and intellectual growth of child; 4) to gain insight into educating the culturally deprived.

Population: 60 boys and 60 girls of preschool age; 95% Negro, 4% Puerto Rican, and 1% Caucasian.

Curriculum: General enrichment of educational and sensory experience.

Program and Methods: Includes a summer training institute and four experimental nursery classes. First year was a "tooling-up" year. No definite conclusions as yet; project to continue another two years.

Standard Tests: Illinois Test of Psycholinguistic Ability; Stanford-Binet

Available Publications: "A Proposal for a Pre-School Program," submitted by Philadelphia Council for Community Advancement and School District of Philadelphia.

II

Location:	Pennsylvania, Pittsburgh
Title:	Preschool Program - (1965-ongoing)
Supervising Org:	Pittsburgh Public Schools
Sources of Financial Support:	Office of Education, U.S. Department of Health, Education, and Welfare; Ford Foundation; Pittsburgh Public Schools
Project Director:	Charles Hayes, Director, Compensatory Education, Pittsburgh Public Schools, Pittsburgh, Pennsylvania
Other Personnel:	Teacher, assistant teacher, community aide, and a coordinator of preschool activities

Summary: Purpose: To draw the child into the school environment as soon as he is physically independent in order to develop his sensory skills and gain a favorable attitude toward school and learning.

Population: 20 three-year olds in the morning; 20 four-year olds in the afternoon.

Curriculum: Development of listening skills and visual discrimination; provision of activities which engage touch, taste, and smell. Teachers will work with parents in orientating them toward the program and having them assist the development of the child.

Program and Methods: An active drive to recruit three and four year olds from the target area. Classes will meet four days a week with morning and afternoon sessions.

Other Comments: The pre-primary schools do not constitute a project in themselves. They are a part of a larger program of compensatory education.

I

Location: Arizona, Phoenix

Title: Careers for Youth - (School Year 1958-ongoing)

Supervising Org: Careers for Youth

Sources of Financial Support: Private fund solicitations; Ford Foundation grant on matching basis for 2 years

Project Director: Agnes L. Labelle, P.O. Box 2326, Phoenix 2, Arizona

Other Personnel: John McBride, Guidance Counselor; Mrs. Helen Griffin, Program Coordinator; Marie Vasquez, Secretary; volunteer services for car pools, soliciting; 22-member Board of Directors drawn from community.

Summary: Purpose: To provide opportunity and stimulus for persons living in substandard areas by exposure to cultural activities and successful persons, with the aim of stimulating and motivating children from the highest dropout area.

Population: 11 elementary and 2 high schools with approximately 600 pupils involved in 1963-64; 1/3 Caucasian, 1/3 Mexican-American, 1/3 Negro; the majority culturally disadvantaged.

Curriculum: General enrichment, reading, writing, language arts.

Program and Methods: "Career Clubs" formed for children from high dropout areas who show exceptional promise. Membership is an honor. Club in each elementary school consists of 25 students with one sponsor. Clubs in each high school consist of approximately 225 members and 5 faculty sponsors. Activities include tours, talks, cultural events, sporting events, parent and student counseling, and summer camps. Scholarship awards are granted at the junior and high school levels. Extensive public relations campaigns used.

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College program

V For PITTSBURGH, California (Mt. Diabolo) see Oakland

also see Philadelphia, Pa. for Great Cities program at 5th Ave. High School
Compensatory Education
Pre-school program

Location: Pennsylvania, Pittsburgh

Title: School College Orientation Program (SCOPP) - (1964-1966)

Supervising Org: Carnegie Institute of Technology; Pittsburgh Public School System

Sources of Financial Support: The Carnegie Foundation; other local foundations

Project Director: John H. Morgart, Carnegie Institute of Technology

Other Personnel: Dr. Lawrence N. Canjar, Carnegie Institute of Technology; 3 counselors, 6 teachers, secretary

Summary: Purpose: Assistance to college youngsters who have the potential but who, for lack of cultural opportunities, low economic status, and inadequate motivation, would not normally prepare for college.

Population: 42 - 10th grade students

Curriculum: Mathematics, biology, reading, writing, speaking fluently.

Program and Methods: Summer session, 31 Saturday programs during the ensuing year; repetition of cycle during students' senior year; use of special teachers and special tutorial projects; visits to community places of interest for general cultural enrichment; encouragement to build a library; extensive counseling; experience in dormitory living.

Other Comments: Conference of representatives of 12 Eastern Colleges having similar projects was held at Carnegie Tech, November 20, 21, 1964. Report to be issued in March 1965. (Conference on High School-College Programs for the Disadvantaged Student)

Texts: English Classes: Schutte, W. M. and Steinberg, E. R. Personal Integrity. Norton, 1961; Six Modern American Plays, ed. Allan G. Halline, Modern Library 276, Random House, 1951; Walsh, J. M. and Walsh, Anna K. Plain English Handbook. (Revised Ed.) McCormick-Mathers, 1959; Wharton, Edith. Ethan Frome. Scribner's; plus numerous materials in dittoed form, expository essays, poems, short stories. Mathematics Classes: School Mathematics Study Group (Pt. 1 & Pt. 2), First Year Algebra (Student Text & Teacher Commentary). Yale University. School Mathematics Study Group (Pt 1 & Pt 2), Geometry (Student Text & Teacher Commentary). Yale University. Biological Science Classes: Molecules to Man, B.S.C.S., Biological Science. Houghton-Mifflin Publishing Co.; Hoffman, Katherine B. Chemistry of Life. (Vistas of Science 7). National Science Teachers Assocaition, Washington, D. C.

Available Publications: Report on SCOPP to be issued in March 1965, together with above Conference report.

L

V-A

also see DETROIT for All Saints Day Care Nursery

Location: Michigan, Pontiac

Title: Cultural Aids Project in Franklin Village - (September 1964-ongoing)

Supervising Org: School District of the City of Pontiac

Sources of Financial Support: Volunteer work and regular school budget

Project Director: B.C. Vankoughnett, School District of the City of Pontiac, Pontiac, Michigan

Other Personnel: Volunteers for one-to-one tutoring: 19 women, all but one are college graduates and about half are former teachers.

Summary: Purpose: A volunteer tutoring program to enrich experience of pupils and aid in their academic work.

Population: 19 pupils in the primary grades in three schools, selected on the basis of need and available time of tutors.

Curriculum: General enrichment of cultural and sensory experience; instruction in reading; development of good rapport with students

Program and Methods: Tutorial projects, after-school programs, visits to community places of interest.

Other Comments: The first venture has been successful. Additional volunteer workers are being recruited for the second semester.

Texts: Classroom text and library materials.

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L

III

Location: Michigan, Pontiac

Title: Experimental Program for Learning Readiness in Seven Pontiac Experimental Schools - (1962-ongoing)

Supervising Org: School District of the City of Pontiac

Sources of Financial Support: Public School Board, 100%

Project Director: William J. Lacy, Assistant Superintendent, School District of the City of Pontiac, 40 Patterson Street, Pontiac 15, Michigan

Other Personnel: Staff of 8 public elementary schools

Summary: Purpose: ~~Modification of instructional materials, in-service teacher training~~, ~~cultural enrichment for children~~, provision of visiting teachers for social problems, reading teachers for reading problems, and nurses for health problems.

Population: Includes the children from 8 Pontiac public elementary schools who come from homes deprived of cultural experiences.

Curriculum: General enrichment and instruction in reading.

Program and Methods: ~~Tutorial projects~~, ~~special teacher selection and training~~; ~~visits to community places of interest~~; pupil counseling; ~~revising of instructional materials~~; health care; and professional conferences.

Other Comments: There are plans to expand this program under the Economic Opportunity Act of 1964. The program now includes 8 elementary schools; however, it is referred to as the "seven schools project."

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VIII

Location: Oregon, Portland

Title: The Day Care Exchange - (December 1963-December 1966)

Supervising Org: Friendly House, Inc.

Sources of Financial Support: Children's Bureau, Friendly House

Project Director: Mrs. Alice H. Collins, Friendly House, Inc., 2617 N.W. Savier, Portland, Oregon - 97210

Other Personnel: Part-time social worker, secretary, 1 sociologist, consultant psychologist, Community Council consultant

Summary: Purpose: Research and demonstration in private family day care.

Population: Northwest Portland

Curriculum: Subjection of existing private day care to an orderly investigation and evaluation; definition of methods to improve the quality of care.

Program and Methods: Research and demonstration to determine if private day care can be effectively organized into a new type of resource for improving the quality of private day care.

328
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LI

Location: Oregon, Portland

Title: Learning Groups for Preschool Children - (Summer 1964 - Summer 1965)

Supervising Organ.: Boise School

Sources of Financial Support: Public School Board; State System of Higher Education

Project Director: Myrtle Lee, Executive Director, Boise School, 620 North Fremont Street, Portland, Oregon

Other Personnel: Mrs. Rayko Hashimoto, Head teacher, paid; preschool teachers, part-time volunteers

Summary: Purpose: To provide educational advantages for the very young children, especially those in deprived areas, so that they will have a 'head start' when they enter and progress in public school.

Population: 3-and 4-year olds in the Albina area of Portland, 95% Negro.

Curriculum: General enrichment of cultural and sensory experience.

Program and Methods: Demonstration project in summer of 1964, including teacher training before, during and after preschool classes.

L

V-A

Location: Oregon, Portland

Title: The VEAPS (The Volunteer Educational Assistants' Project of the Greater Portland Council of Churches) - (November 1963-ongoing)

Supervising Org: Greater Portland Council of Churches in cooperation with the Portland Public Schools

Sources of Financial Support: Volunteer; public schools provide some of the transportation, classrooms, materials, etc.

Project Director: Mrs. Charles O. Lutton, 803 N.E. Laurelhurst Place, Portland, Oregon (coordinates work for adult volunteers)

Other Personnel: Dr. Freeda O. Hartzfeld, Assistant to the Lewis & Clark College President, 0615 S.W. Palatine Hill Road, Portland 19, Oregon; approximately 40 volunteer trained teachers, 10 teachers' aides, and 1 social worker; 34 other part-time volunteers, drivers, secretarial, etc.; college students

Summary: Purpose: Tutoring to the pupils, and give assistance to the teaching staff.

Population: 200 boys and 200 girls from kindergarten through high school; 90% Negro, most with low grades, and potentially dropouts.

Curriculum: Tutoring with regular school subjects; 4 knitting classes after school, and help in sewing classes during school hours.

Program and Methods: One-to-one tutoring, and assisting in classroom.

V-A

Location: Oregon, Portland

Title: One-to-One Program (Student Tutoring) - (January 1964 - ongoing)

Supervising Org: Lewis and Clark College coordinated with Greater Portland Council of Churches

Sources of Financial Support: Voluntary project, with City of Portland School Board providing buses

Project Director: Dr. Freeda O. Hartzfeld, Assistant to President of Lewis and Clark College, 0615 S.W. Palatine Hill Road, Portland 19, Oregon

Other Personnel: About 85 Lewis and Clark College students acting as tutors.

Summary: Purpose: 1) To help slow readers develop their ability; 2) to help the younger child be ready for high school; 3) to help Negro children develop relationship with members of the Caucasian race.

Population: About 20 boys and 65 girls from 1st through 8th grades 98% Negro, having low reading ability, and considered potential dropouts.

Curriculum: General enrichment, instruction in reading, learning the use of the library.

Program and Methods: One-to-one after-school tutoring.

V-C

X

Location:	Oregon, Portland
Title:	Sabin Summer School for Children in Disadvantaged Areas - (June 15, 1964-July 10, 1964)
Supervising Org:	Portland, Oregon Public Schools; Reed College
Sources of Financial Support:	Foundation, 75%; Public School Board, 25%
Project Director:	Clifford W. Williams, Director of Special Curriculum Projects, Portland Public Schools; William A. Moore, Principal, Sabin School, Portland, Oregon
Other Personnel:	Dr. John Pock, Professor of Sociology, Reed College, Portland, Oregon; 9 teachers, 3 teachers' aides, 1 principal, 1 director, 3 Reed professors.

Summary: Purpose: To stimulate increased morale, understanding, and proficiency in teaching disadvantaged children; to develop a curriculum and some of the necessary materials for more realistic instruction.

Population: 79 boys and 101 girls from kindergarten through elementary; 90% Negro, 10% Caucasian.

Curriculum: General enrichment, instruction in reading; all classes centered activities on a study of the Portland Community.

Program and Methods: Team teaching, teachers' aides, visits to community, visits to homes, guest speakers, improved student-teacher ratio, revising instructional materials, library projects.

Available Publications: Reed College-Portland Public Schools Institute on the Education of Disadvantaged Children. Report, June 15-July 10, 1964. (Mimeographed.)

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VI-A

Location: Oregon, Portland

Title: The Oxbow Project - (June 1963-June 1964)

Supervising Org: School of Social Work, Portland State College

Sources of Financial Support: Auxiliary or local groups, 100%

Project Director: Frank F. Miles, Ph.D., School of Social Work, Portland State College, Portland, Oregon

Other Personnel: 1 social worker, 30 counselors, foremen, 25 part-time volunteers.

Summary: Purpose: 1) To ascertain opinions, suggestions, reactions, problems of boys and foremen on a work project compared with a control group of alternates who did not work; 2) to evaluate the effects of objective school material, and the work experience from the boys' points of view; 3) to study some of the physical and personnel needs of a work program.

Population: 300 boys of high-school age, 89% Caucasian, 9% Negro, and some Mexican and Oriental; those who would benefit economically, socially, or educationally, plus some who were "slow-learners" were selected.

Curriculum: Working in a primitive area to make it useful as a public park.

Program and Methods: Boys' physical work groups, the foremen being teachers, social workers, or coaches with woods experience and boys' leadership experience.

Available Publications: "The Oxbow Project." Metropolitan Youth Commission, Multnomah County Courthouse, Portland, Oregon, June, 1965.

IV

Location: Oregon, Portland

Title: Jefferson Project - (1961-ongoing)

Supervising Org: Jefferson High School

Sources of Financial Support: Public School Board, 100%

Project Director: Harold Hansen, Jefferson Project, Jefferson High School, 5210 North Kerby Avenue, Portland, Oregon 97217

Other Personnel: 3 social workers, 1 special counselor, 2 specialized teachers, and 125 part-time volunteers

Summary: Purpose: To provide a full education for the culturally disadvantaged student, the slow learner and the under-achiever, stressing the improvement of reading skills.

Population: Students in Jefferson High School; 72% Caucasian and 28% Negro.

Curriculum: Instruction in reading

Program and Methods: Tutorial projects, after-school program, guest speakers. pupil counseling, revising of instructional materials, health care, and professional and community conferences.

Other Comments: A variety of in-service instruction for teachers through monthly small group conferences has increased the use of new media and methods in education and created greater understanding, better attitudes, and genuine awareness for the culturally different child.

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College Program

V-C

Location: New Jersey, Princeton

Title: Princeton Summer Studies Program (PSSP) - (July 6, 1964-August 15, 1964) - ongoing

Supervising Org: Department of Summer Studies, Princeton University

Sources of Financial Support: Rockefeller Foundation, 3-year grant

Project Director: Dr. Sheldon Judson, Princeton Summer Studies Program, 212 Nassau Hall, Princeton University

Other Personnel: Dr. Charles McCracker, Program Coordinator, (address above); 10 Princeton undergraduates and recent graduates, 4 Negro and 7 Caucasian.

Summary: Purpose: To increase the pool of qualified college applicants from the rank of the educationally disadvantaged, particularly Negro.

Population: 40 boys between sophomore and junior years in high school, selected by recommendation of program staff and faculty of the 7 participating high schools; 29 Negro, 9 Caucasian, and 2 Puerto Rican.

Curriculum: Language and literature, science, urban problems, creative arts, athletics (emphasis upon individual development, swimming, fencing, tennis). Encourage inquiry, investigation, observation and awareness, immediate sense of accomplishment, and oral and written expressiveness (oral interpretation, speaking, discussion).

Program and Methods: A six-week resident summer school with active involvement through three years. Entire program emphasis upon development of aspiration, confidence, motivation, and intellectual processes; preparation for six weeks on-campus experience and follow-up work. Close liaison and joint follow-up programming with high school teachers; program focuses on a few high schools in 5 New Jersey cities with at least 5 students from each school.

Other Comments: Princeton plans to participate in a workshop for training teachers to work with disadvantaged children; to strengthen intensive relationship with cooperating schools by bringing in a teacher from each school system in 1965; one school system will free one teacher half-time in 1965-66 for follow-up work, and work on implications of program to that school system.

Texts: Developing suitable materials and providing extensive reading materials. Science based upon Princeton Secondary School Science Program.

Available Publications: Holland, L. B. "The Summer Studies Program," Princeton Alumni Weekly, Vol. LXV, No. 5 (October 20, 1964); Judson, S. and McCracker, C. Interim Report to the President. October 5, 1964; Libsohn, S. "Photographic Essay of Princeton Summer Studies Program. 16 mm. Kinescope: TV Show, Channel 13 (New York): New Jersey Profile, "Princeton Summer Studies Program." (This film may be borrowed.)

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V-A

Location: Rhode Island, Providence

Title: Doyle-Jenkins Tutorial - (October 1, 1964-May 1, 1965)

Supervising Org: Providence School Department, in cooperation with the Education Committee of East Side Neighborhood Council, 98 Benefit Street, Providence, Rhode Island

Sources of Financial Support: Foundation, 5/6%; Auxiliary, 1/6%

Project Director: Thomas J. McDonald, Jr., Principal, Doyle School, Doyle Avenue, Providence, Rhode Island

Other Personnel: Dr. Raymond Picozzi, Language Department, Rhode Island College, Providence; Dr. E. Devault, Psychology Department, Rhode Island College, Providence; Linda Lury, Chairman, The Education Committee, East Side Neighborhood Council, 98 Benefit Street, Providence; 2 supervising teachers, 3 teachers' aides, 1 social worker, 1 consultant psychologist, 2 specialized teachers, and 135 part-time volunteers.

Summary: Purpose: Pilot Study, Demonstration, and Compensatory Education - To increase experiential base of deprived children; to broaden their outlook and increase sensory perception. To supply new insights and increased motivation, and finally, to provide non-professional link between home and school.

Population: 120 elementary school children in grades 1-3; 99% Negro

Curriculum: General enrichment, language arts, math, science, art, and music; recreational activities.

Program and Methods. Students tutor on one-to-one basis twice weekly after school; both academic and recreational work with children.

Other Comments: This year's program only in first phase of operation - no conclusions made.

III-C

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Location: Illinois, Quincy

Title: Curriculum Demonstration Program for Students with Learning Difficulties - (July 1963-July 1968)

Supervising Org: Quincy Public Schools; William G. Alberts, Superintendent

Sources of Financial Support: Office of Education; Public School Board

Project Director: Dr.Frank D. Sorenson, Quincy Public Schools, Quincy, Illinois

Other Personnel: Charles V. Matthews, Administrative Director, Southern Illinois University, Edwardsville, Illinois; George F. Gruendel, Work Experience Supervisor, Quincy Public Schools; Dr. Bill Schulte, Curriculum Coordinator, Quincy Public Schools; and Ed Griffin, Research Assistant, Carbondale, Illinois.

Summary: Purpose: 1) To meet needs of the unsuccessful slow learner for vocational preparedness; 2)Development of a curriculum from grades 7 through 12 to meet the needs of slow-learners; 3) To provide an agency within the shcool to articulate work experience with classroom learning; 4)To provide a final report of what has happened after termination of a planned five-year program.

Population: 149 boys and 17 girls in 7th, 8th, 10th, 11th, and 12th grades; Negro and Caucasian; all slow-learners.

Curriculum: Instruction in reading; writing, language arts, math, science, social studies, industrial arts, and home economics.

Program and Methods: Team teaching; after-school program; pupil counseling; therapeutic techniques; classroom reorganization, improved student-teacher ratio, revising of materials; professional conferences; public relations campaign.

L

VIII

Location: Illinois, Quincy

Title: School Services for Culturally Handicapped Children - (January 1, 1960-December 31, 1965)

Supervising Org: Quincy Public Schools; William G. Alberts, Superintendent, Quincy, Illinois

Sources of Financial Support: National Institute of Mental Health, 100%

Project Director: Dr. Gordon P. Liddle, Bureau of Educational Research, University of Maryland, College Park, Maryland

Other Personnel: Robert E. Rockwell, Chief Consultant; G. Alan Lentz, Family Worker; Evelyn Sacadat, Family Worker - all of Quincy Youth Development Commission, Board of Education Building, Quincy, Illinois. In addition, 6 teachers, 4 part-time teachers' aides, 1 social worker, and part-time volunteers.

Summary: Purpose: Research; development of curriculum - To enrich the early educational experience of culturally handicapped, primary-grade children in 4 schools serving low socio-economic families.

Population: 80 boys and 80 girls in grades 1 through 3, 10% of whom are Negro.

Curriculum: General enrichment, instruction in reading; science, art, and music.

Program and Methods: Tutorial projects, teachers' aides; after-school and summer school program; visits to community places; pupil and parental counseling, visits to homes, use of audiovisual techniques, library projects; public relations campaign.

I. RACINE, Wisconsin, see Madison for pre-school study

Location: New Jersey, Rahway

Title: Tutoring and Preschool Project (TAPP) - (September-June 1965)

Supervising Org: Community Services Department, Central Parkway Section, National Council of Jewish Women; Rahway Board of Education

Sources of Financial Support: National Council of Jewish Women, 100%, plus contributions from industry in area

Project Director: Mrs. Laurence Friedland, 128 Cypress Drive, Colonia, New Jersey

Other Personnel: Mrs. Arthur Plotkin, 24 Runnymede Road, Clark, New Jersey; Volunteers from Second Presbyterian Church, Second Baptist Church, Frank Brunette, Principal Cleveland School, PTA of Cleveland; 1 Preschool teacher, 6 teachers' aides, and 26 part-time volunteers

Summary: Purpose: A pilot project created as a preventive program on the elementary level in preventing school dropouts, by providing individual help and enriching experiences that will help to break the "pattern of failure" that is one of the contributing factors to the school dropout.

Population: Preschool and primary grade children, 95% Negro and 5% Caucasian, selected by socio-economic conditions, low grades, low scores on diagnostic tests, and as being potential dropouts referred by teachers. The nursery school registration was open to children who would be entering kindergarten at Cleveland School the following year.

Curriculum: Three-phased program of preschool training with emphasis on language arts and social development; a tutoring program in reading for grades 2, 3, and 4 using trained tutors (all have education degrees) and cultural enrichment programs for the entire school.

Program and Methods: 1) A preschool program to provide group experiences and enrichment to better prepare the child for kindergarten; 2) a tutoring program has been planned that will work with the individual child who is having difficulty in reading in the first through fourth grades; 3) a series of cultural enrichment programs for the entire school. Tutoring consists of 1 session per child per week of 1-½ hours.

Other Comments: To date there have been two evaluations, both pointed to a successful program. The preschool especially received an excellent evaluation. Another evaluation of the tutoring program will be held at the end of March. The pilot study will probably be extended to a three-year term.

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Location:	State of North Carolina
Title:	Comprehensive School Improvement Project - (1964-ongoing)
Supervising Org:	North Carolina State Department of Public Instruction
Sources of Financial Support:	North Carolina State Department of Public Instruction; Ford Foundation through the North Carolina Fund
Project Director:	Woodrow B. Sugg, Director, Comprehensive School Improvement Project, State Department of Public Instruction, Raleigh, North Carolina
Other Personnel:	59 part-time college and University consultants

Summary: Purpose: To provide preschool (six weeks summer readiness program) and primary grade school experiences which will stimulate and encourage educational achievement by the students who come from culturally deprived homes and communities.

Population: Rural and urban, mountain and coastal areas where cultural and economic deprivation may abound.

Curriculum: Stress on self-concepts and the basic learning of reading, writing, and arithmetic.

Program and Methods: Plan calls for a three-team cooperating teacher group in 100 schools in 1964-65, 200 schools in 1965-66, and 300 schools in 1966-67, the last year of the proposal. Curriculum revision, new and improved methodologies, redeployment of staff, and reorganization of school day and year are encouraged in each laboratory setting.

I

Location: North Carolina, Boone

Title: W.A.M.Y. Community Action, Inc. - (January 1964-ongoing)

Supervising Org: The Executive Committee and the Board of Directors of the Four-County Committee: Watauga, Avery, Mitchell, and Yancey

Sources of Financial Support: The North Carolina Fund and the Federal Government

Project Director: Ernest D. Eppley, Executive Director, W.A.M.Y. Community Action, Inc., P.O. Box 187, Boone, North Carolina

Other Personnel: Dr. W. H. Plemmons, President; Dr. Lawson Tate, Vice-President; Mrs. Dessa Mae Edmisten, Secretary; Guy Angell, Treasurer; W. K. Anderson, Superintendent, Avery County Schools; Mrs. Jane Hartley, Supervisor, Avery County Welfare Department; Ethel Boone, Supervisor, Yancey County Schools; Jason Deyton, Retired School Superintendent; R. K. Helmle, Mayor of Burnsville; Hubert Justice, Superintendent, Yancey County Schools; Hazen Ledford, Mitchell County Government Accountant; Walter Thomas, Superintendent, Mitchell County Schools; Dave P. Mast, Superintendent, Watauga County Welfare Department.

Summary: Purpose: A study of the causes and effects of poverty in the four-county area of Watauga, Avery, Mitchell and Yancey; and development of proposals for remedial action.

Population: Students from the four-county area.

Curriculum: General cultural enrichment

Program and Methods: Proposed educational projects and activities: 1) remedial reading project; 2) summer sessions for economically deprived children project; 3) summer recreation and physical fitness project; 4) guidance and counseling project (for potential and actual dropouts); 5) preschool project (operated in this area and sponsored by the North Carolina State Board of Education and the North Carolina Fund).

II

Location: California, Richmond

Title: Tic Toc Cooperative Nursery School - (September 1963-ongoing)

Supervising Org: North Richmond Neighborhood House and Richmond Unified School District (Adult Education Department)

Sources of Financial Support: Fleishaker Foundation

Project Director: Harriet Shaffer, Director, Tic Toc Nursery School, 1601 North Jade Street, Richmond, California

Other Personnel: Mothers of pupils as aides (attendance obligatory); one volunteer staff worker.

Summary: Purpose: Preschool education and general broadening of experience for pupil; general enrichment and instruction about the educative process; information on community resources for the mothers. Use of parent group to help initiate services, if lacking in the community.

Population: 28 children, 22 mothers; deprived; Negroes

Curriculum: Preschool training; guidance and education for mothers.

Program and Methods: Evening meetings and morning laboratory sessions for mothers; use of all available community services; field trips; lectures, discussions, speakers, films, workshops; nursery school supervised play sessions.

Available Publications: Tic Toc Nursery School Progress Report - 1963-64

Omitted

II

Location: California, Sacramento

Title: Moms and Tots Program - (June 1, 1964-ongoing)

Supervising Org: United Christian Centers (social agency)

Sources of Financial Support: United Christian Centers

Project Director: Mrs. Janet Schei, 2620-21st Street, Sacramento 18, California

Other Personnel: 1 teacher at each school; volunteers; staff United Christian Centers, one-half day

Summary: Purpose: Cultural enrichment of mothers and their preschool children; to give mothers training and experiences that will improve their skills in the areas of homemaking, money management, child development, family life, and citizen participation in community affairs; to give children a good nursery school experience. Main focus is the mother.

Population: 30 boys (17 at Lincoln Unit, 13 at Oak Park); 24 girls (12 at Lincoln Unit, 12 at Oak Park). At Lincoln Unit: 50% Caucasian, 30% Negro, and 20% Mexican or Spanish. At Oak Park Unit: 90% Negro and 10% Mexican or Spanish. All preschool age.

Curriculum: General enrichment of cultural and sensory experience; music and field trips to acquaint mothers and children with places of interest in Sacramento and to provide them with new experiences; program opportunities to provide mothers with training and experience in the areas of homemaking, money management, child development, etc.

Program and Methods: Pupil and parental counseling and guidance; training for mothers through demonstration, speakers, and specialists in areas of need and interests; visits to homes; health training, etc.

Other Comments: Flexible program to meet immediate needs of mothers. Summer program closed 9/1/64 and considered very successful. Program at Lincoln Unit was continued as part of the Centers' on-going program. Oak Park Unit to be reactivated after January 1965.

V-B

343Hcd, omitted - non-school connected

Location: California, Richmond

Title: Study Halls Program - (1958-ongoing)

Supervising Org: Neighborhood House

Sources of Financial Support: Rosenberg Foundation, Lucie Stern Fund, Ford Foundation

Project Director: Mr. Edwin P. Stephenson, Executive Director, Neighborhood House, 1707 Truman Street, Richmond, California

Other Personnel: Tutors, volunteers, male receptionist to keep order; parent education counselor, youth guidance specialist.

Summary: Purpose: To change the attitude of teen-agers toward their homework and, as a result, their motivation and school achievement.

Population: Teen-aged youth in the area, on a volunteer basis, either students who are failing in school, or under-achievers for their own potential.

Curriculum: Tutoring in all subjects and quiet place to study.

Program and Methods: 1½ hour sessions every week; identification of youths (see II above), and home visits to explain that the service is available; some of these meetings held as koffee klatches in the homes.

Standard Tests: S. R. A.

Available Publications: "Study Halls in Action," Neighborhood House (Mimeograph.)

III

Location: Virginia, Richmond

Title: Human Development Project - (1963-1966)

Supervising Org: Richmond Public School Board

Sources of Financial Support: Ford Foundatinn; Public School Board

Project Director: James W. Tyler, Human Development Project, Richmond Public School Board, Richmond, Virginia

Other Personnel: 176 teachers, 8 counselors, 10 special teachers, 6 visiting teachers

Summary: Purpose: To raise the academic achievement of pupils and increase freedom of parents and pupils limited through poverty.

Population: Students at 4 elementary schools and 2 junior high schools which contain large numbers of deprived children, but have high caliber leadership and high level of faculty training.

Curriculum: Regular academic curriculum for these grades.

Program and Methods: Increased amount of psychological services; tutorial and remedial help; before and after school programs; visits to places of interest in community; parental involvement; coordinating services offered by various community agencies with needs of the students; adult education program.

Standard Tests: Metropolitan Reading Readiness Test: California Test of Mental Maturity; California Achievement Tests; Psychological Corporation Differential Aptitude Test; School and College Ability Tests; Sequential Tests of Educational Progress.

Available Publications: Human Development Project Report, August, 1964, Richmond Public Schools.

VIII

Location: New York, Rochester

Title: Project Mercury (1960-continuing)

Supervising Org: Madison High School

Sources of Financial Support: Public School Board of Rochester, reimbursed from National Defense Education Act Funds, Title V

Project Director: Margaret H. Carson, Project Coordinator, Madison High School, Rochester, New York

Other Personnel: Teacher-counselors and 1 regular school psychologist

Summary: Purpose: A pilot study to attempt, with the aid of the personal involvement on the part of a counselor working with a smaller group of pupils than regular classroom set-up, to correct the multiple social and emotional problems of underachieving children entering high school.

Population: 15 boys and girls in experimental group, matched by a control group; all from low socio-economic areas and considered "problem" children, but with at least average ability; Negro and Caucasian, beginning high school.

Curriculum: General enrichment, individual counseling.

Program and Methods: Bi-weekly, hour-long individual counseling interviews, attendance at concerts and plays, home visits, improved student-teacher ratio, health care, individual remedial reading help.

Other Comments: Project began in 8th grade of a six-year high school, in a low socio-economic area. Results: improvement in attendance, no truancy from school or classes, improvement in report card grades, changes in appearance, upgrading of educational and vocational goals, improved relationships with parents and teachers. 16 seniors are a planning further education. Control group results: 8 seniors in a non-Regents program; 8 not replaced because choosing in September, 1963 not valid; 4 pupils failed 11th grade and are repeating; 4 others dropped out of school in last year. 10 members of control group are school drop-outs because of academic failure.

Standard Tests: D.A.T., S.R.A., Nelson-Denny, T.E.A., and P.S.A.T.

Location: New York, Syracuse

Title: Development of a Demonstration Day Care Center for Young Children - (April 1, 1964-March 31, 1969--renewable annually)

Supervising Org: State University of New York

Sources of Financial Support: Children's Bureau, 100% for program; National Institute of Mental Health for much of the research and evaluation

Project Director: Julius B. Richmond, M.D., Professor and Chairman, Department of Pediatrics, Upstate Medical Center, State University of New York, Syracuse, New York 13210

Other Personnel: Bettye M. Caldwell, Ph.D., Research Associate, Department of Pediatrics, and Director of Children's Center; 1 administrative assistant, 6 teachers, 2 part-time social workers, 4 part-time testing psychologists, 1 clinical psychologist, 3 part-time nurses, 2 pediatric fellows, a speech therapist, and a sociologist.

Summary: Purpose: To develop and evaluate the effectiveness of a nursery school for children between the approximate ages of 6 months and 3 years, working on the hypothesis that an appropriate environment can be created to offset any developmental detriment associated with maternal separation and add a degree of environmental enrichment frequently not available in families of limited social, economic, and cultural resources.

Population: 10 boys and 10 girls, all preschool age; 8 Caucasian, 8 Negro, and 4 Negro-Caucasian. Planned capacity is 25.

Curriculum: General enrichment with emphasis on language stimulation.

Program and Methods: Visits to homes of pupils, revising materials, health care.

Other Comments: The program represents one unit of a longitudinal research study concerned with environmental influences on learning.

Standard Tests: Stanford-Binet, Cattell, Infant Intelligence Scale, WAIS. Most evaluation procedures developed on and for the project.

Available Publications: "Programmed Day Care for the Very Young Child--A Preliminary Report," Journal of Marriage and the Family, Vol. XXVI, (November, 1964), pp. 481-488.

307 OK

I

Location: Maryland, Rockville

Title: Program of the Community Project Coordinators - (November 1961-ongoing)

Supervising Org: Montgomery County Public Schools

Sources of Financial Support: Foundation, social agency, auxiliaries, churches, clubs

Project Director: Dr. James C. Craig, Assistant Superintendent for Instructional and Personnel Services, Montgomery County Public Schools, Rockville, Maryland

Other Personnel: Ross Boddy, Community Project Coordinator; Allison Claggett, Community Project Coordinator; Arthur B. Hayes III, Community Project Coordinator; Mrs. Helen S. Kohut, School Social Worker, Pupil Services, Montgomery County Public Schools, Monroe Center, Rockville, Maryland; 23 psychologists as needed, and approximately 350-400 volunteers.

Summary: Purpose: To provide children with experiences which will help compensate for earlier deprivations, and to provide these as early as possible. To serve as a bridge between home and school; to adjust curriculum to meet children's needs; to assist the communities to identify needs and build programs to further the growth of their culturally disadvantaged children.

Population: Approximately 4,000 boys and girls from the preschool to high school level; 80-90% Negro, 10-20% Caucasian, and about 1% other.

Curriculum: All subjects, with emphasis on cultural enrichment, including drama, trips to Washington, D. C., etc.

Program and Methods: Preschool activities, study centers, after-school and summer school programs, visits to community places of interest, parent and pupil counseling, visits to homes; classroom reorganization, improved student-teacher ratio, rewriting or revising instructional materials; use of audiovisual techniques; health care; professional and community conferences.

Other Comments: Expanding activities into areas of need. The program has received approval from almost all quarters. We anticipate: 1) research activity; 2) publications; 3) continued and growing function.

Standard Tests: Regular school testing program. This applies to tutorial services, etc., not preschools.

I

Location: California, Rodeo

Title: Rodeo Compensatory Education Project - (1963-1965)

Supervising Org: Rodeo School District

Sources of Financial Support: McAteer Act

Project Director: Mrs. Mary Maton, Contra Costa County Schools, Pleasant Hill, California 94523

Other Personnel: George Schandelmier, Superintendent, Rodeo School District, Garretson Avenue, Rodeo, California; plus 9 school personnel.

Summary: Purpose: 7 years of past projects, studies, surveys, and educational attempts have been made in the Rodeo area. This has culminated in a realistic, evaluative attempt through the McAteer Bill to do intensive study of curriculum content teaching and guidance approaches that may help the disadvantaged child.

Population: All children and youth in Rodeo's school population; very low socio-economic area.

Curriculum: Enriched experience and curriculum program for children entering 1st grade and for groups of 8th graders. Control group composed of those 1st and 8th-graders who are not given this help.

Program and Methods: Team meeting for staff; curriculum consultation; identification of experiences and curriculum that will help each child; intensive interviewing and evaluation of pupil and family.

I

Location: California, Sacramento

Title: Neighborhood Study Centers - (1963-1965)

Supervising Org: Community Welfare Council of the Greater Sacramento Area, Inc., in cooperation with the area's churches, social agencies, colleges, and schools.

Sources of Financial Support: Community Welfare Council, 90%; social agencies, 10%. First four months financed by grant from California State Department of Social Welfare; will be financed under Federal Economic Opportunity Act February 15, 1965.

Project Director: Marion Joseph and Leah Chase, Co-directors, The Community Welfare Council, 1010 - 24th Street, Sacramento, California

Other Personnel: Calvin Axford, Director of Community Welfare Council; 1 secretary; 600 part-time volunteers; 2 social workers

Summary: Purpose: To provide centers which serve as home surrogates for the children whose own homes, for many reasons, do not provide a place or materials for study, or the individual help and encouragement found in the "ideal home."

Population: 1500 elementary school children; 500 junior and senior high school students; 49% Caucasian, 24% Negro, 24% Mexican, and 3% Oriental. There are about 25 centers located throughout the city in schools, churches, United Christian Centers, Washington Neighborhood House, Mexican-American Club Centers, Stanford Settlement, Juvenile Detention Centers.

Curriculum: General enrichment; tutorial help in subjects where needed; establishment of beneficial relationships with tutor and tutees.

Program and Methods: After-school and summer school study centers, training of tutors and supervisors; involvement of and conferences with many agencies in the attempt to achieve cooperative action in the depressed neighborhoods of the community.

Other Comments: Plans are to strengthen the program with additional tutors and a more intensified training of supervisors. Further centers will be developed as the need and personnel dictate. Expansion of the program will be further directed towards placing community volunteers in the classroom as teachers' aides at the request of teachers.

Available Publications: "Neighborhood Study Centers in the Sacramento Area", The Community Welfare Council, 1964; "Let's Stop High School Dropouts in the Sacramento Areas", an Action Report by the Community Welfare Council, 1962; "Neighborhood Study Centers in the Sacramento Area", Community Welfare Council, January 15, 1964-June 1964.

380

OK 110

VI.-C

Location:	California, Sacramento
Title:	The Literacy Program for Culturally Deprived Dependent Parents - (February 1963-May 1963)
Supervising Organ.:	Sacramento City Unified School District
Sources of Financial Support:	Local School Board, 100%
Project Director:	Agnes S. Robinson, Assistant to the Deputy Superintendent, Special Programs, Sacramento City Unified School District, 1609 N Street, Sacramento, California
Other Personnel:	1 teacher

Summary: Purpose: To measure gain in reading achievement among parents; to evaluate effectiveness of parents' school attendance on the behavior of their children.

Population: 28 adults enrolled in Adult High School. Welfare Department case workers referred parents.

Curriculum: Language arts; math; discussion of school problems; general enrichment; discussion of family management.

Program and Methods: One adult high school.

Other Comments: The average gain in reading achievement was 9 months. County has voted $2,300 to Welfare Department to hire two more teachers; and 106 adults are registered for new program.

Available Publications: Robinson, A. S. A Progress Report. October 22, 1963

VI-C

Location: California, San Francisco

Title: A Family School Program for Bilingual Families with Preschool Children - (Fall 1964 - ongoing)

Supervising Organ.: Mission and Telegraph Hill Neighborhood Centers

Sources of Financial Support: Bothin Helping Fund; United Community Fund

Project Director: Irving Kriegsfeld, Mission Neighborhood Center, 2595 Mission Street, San Francisco, California

Other Personnel: Teachers, social workers, psychologists

Summary: Purpose: To meet the needs of young couples with small children arriving in San Francisco from foreign countries.

Population: Families are recent immigrants from Central and South America, Mexico, Caribbean countries, Hong Kong, the Philippines, Japan, and some European countries.

Curriculum: English language classes and general introduction to American society for mothers; nursery school enrichment program for preschoolers; language instruction; activities of creative nature; socializing experiences.

Program and Methods: Program lasts a year or two for each family beginning soon after their arrival in the United States. Mothers attend classes in the same building and at the same time as the children. This is a demonstration program which incorporates limited evaluative studies and research consultation.

Available Publications: Curriculum and Teaching Strategies for Non-English Speaking Nursery School Children in a Family School.

VI-A

352

Location: California, Sacramento

Title: The Parent Observation Class for Mothers Receiving Aid to Needy Children - (February 1963-March 1963)

Supervising Org: Sacramento City Unified School District

Sources of Financial Support: County

Project Director: Agnes S. Robinson, Assistant to Deputy Superintendent of Schools, Sacramento City Unified School District, Sacramento, California

Other Personnel: 2 caseworkers, 1 teacher, 1 play teacher

Summary: Purpose: To evaluate a program aimed at developing the resources of parents and children in a common learning experience.

Population: 20 mothers with their children referred by welfare caseworkers and receiving aid to needy children benefits.

Curriculum: General enrichment; parents and children participated in common learning experiences.

Program and Methods: Course was given in administration building of housing project. The goal was to evaluate a program aimed at developing the resources of parents and children in a common learning experience.

Other Comments: The teachers had never before seen such dramatic changes in a group of parents. They demonstrated greater understanding of children, growth, increased ability to verbalize. Children also were more skilled verbally. Every child increased in self-confidence. New classes are planned.

Available Publications: Robinson, Agnes S. A Progress Report on Adult Education Special Projects, October 22, 1963

VI-A

Location: California, San Francisco

Title: Youth Opportunities Center

Supervising Org: San Francisco Unified School District, 135 Van Ness, San Francisco 2, California

Sources of Financial Support: Foundation, 80%; Office of Manpower; Juvenile Delinquency Committee; Public School Board, 20%

Project Director: Lewis G. Watts, San Francisco Unifed School District, 135 Van Ness, San Francisco 2, California

Other Personnel: George Boisson, Educational Director (address above)

Summary: Purpose: Compensatory education as regular part of an ongoing program - To induce area's 1500 to 2000 young men and women in the 15-21 year age-bracket to complete their high school education, at least, and to prepare them for jobs.

Population: 1500 boys and girls of high school age to 21 years, selected by area, all dropouts or potential dropouts.

Curriculum: Special classes will be set up as needed.

Program and Methods: Pupil counseling and guidance.

OK

III

also see Kansas City, Mo. for Banneker Preschool Project
" " " " " " National Council of Jewish Women Remedi
Reading Program

Location: Missouri, St. Louis

Title: Banneker School District Project to Raise the Academic Achievement of Culturally Disadvantaged Children - "Operation Motivation" - (1957-ongoing)

Supervising Org: Banneker School District

Sources of Financial Support: Regular Funds

Project Director: Samuel Shepard, Jr., Assistant Superintendent, Banneker Group of Schools, St. Louis, Missouri

Other Personnel: 500 teachers, 18 principals, 2 general supervisors

Summary: Purpose: To raise the level of academic achievement of the pupils from kindergarten to 8th grade through increased motivation, not altered curriculum or instructional techniques.

Population: 14,000 pupils, kindergarten to 8th grade, in 23 different schools in this school district; 95% Negro, all come from low income, deprived families.

Curriculum: Regular curriculum was not changed in the beginning, but efforts were made to improve children's motivation. Now, radio programs, field trips, noon movies, and many extracurricular activities are used to implement the curriculum in a variety of approaches.

Program and Methods: Training teachers so they may truly encourage these children; persuading parents to encourage their children; appealing to students' pride and using extrinsic incentives; appealing to community agencies to encourage pupils.

Available Publications: The following articles give an account of what is being attempted: Time Magazine, June 8, 1959, Education Section; Southern School News, January, 1959 and June, 1959; Education U.S.A., December 15, 1960; Look Magazine, September 16, 1961, p.38; Life Magazine, Jan. 26, 1962, Editorial; Fortune Magazine, March, 1962; Saturday Evening Post, April 14, 1962 and September 14, 1963; Redbook Magazine, October, 1963; Reader's Digest, March, 1964.

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II

Location: Missouri, St. Louis

Title: The Junior Kindergarten - (April 1964-June 1967)

Supervising Org: Junior League of St. Louis; the Page Park Branch YMCA; The Public School System of St. Louis

Sources of Financial Support: Junior League of St. Louis, 100%; Housing, insurance and maintenance, etc. from the YMCA

Project Director: Directed by Board of Managers. Please refer questions to: Mrs. J. Peter Schmitz, Research Chairman, Junior Kindergarten Committee, Junior League of St. Louis, 6800 Kingsbury Blvd., St. Louis, Missouri 63130

Other Personnel: 1 professional teacher; consultant service available from 2 school system social workers; approximately 35 part-time volunteers, 2 at each session; approximately 25 additional volunteers in committee work; 25 more for "spot jobs@

Summary: Purpose: To prepare four-year-old children from a disadvantaged and overcrowded area of St. Louis to make better use of their later school experiences.

Population: 28 boys and 26 girls, 100% Negro, age 4, selected from 2 school districts by need. Number will expand in near future. Capacity of building is for six groups, three at a time in half-day sessions.

Curriculum: Preschool education with special emphasis in the areas of: language development and expanding number of experiences; developing a sense of personal worth; establishing a warm classroom atmosphere. Includes a continuing analysis of the children's special needs in these areas.

Program and Methods: Workshop preparation and in-service training for volunteers as teachers and teacher-aides; improved student-teacher ratio; re-writing or revising of instructional materials; use of audiovisual techniques; programmed instruction; public relations campaign; monthly visits to community places; monthly parent group meetings.

Other Comments: This is one of a growing number of preschools in St. Louis run by volunteer groups (there are currently 10) which are informally organized as a Volunteer Preschool Council. Evaluation methods are now being considered by the Board of Managers.

Available Publications: Daniel, Jane, Paine, Jane and Schitz, Elsie. A Handbook for Volunteer Teachers. Summer 1964. 75 pages. 50¢

Chandler, Bessie E. A Manual of Curriculum Experiences for the Preschool Child. Summer 1964. 50 pages. 50¢

Questions and Answers Concerning the Junior Kindergarten. 4 pages

ok

III-A

Location: California, San Bernardino

Title: San Bernardino City Schools Compensatory Education Project - (1963-1965)

Supervising Org: San Bernardino School District

Sources of Financial Support: McAteer Act

Project Director: Ethel Johnson, 799 F. Street, San Bernardino, 92410

Other Personnel: Dr. V. V. Kniseley, Assistant Superintendent of Instruction, San Bernardino School District; regular school staff and teachers' aides.

Summary: Purpose: To increase child's oral communication and give early guidance for effective development of the language process.

Population: 1500 pupils of Grades K, 1, and 2 in 10 elementary schools

Curriculum: Teacher meetings to develop understanding of culturally deprived child; emphasis upon experience and oral language development.

Program and Methods: Meetings to develop teacher understanding of culturally deprived child; provide more adult time for pupils; change curriculum content and emphasis; provide different and instructional materials; enlist and guide parent participation.

III-C

357 OK

Location: California, San Bernardino

Title: The Franklin Junior High School Training Natural Talent Program - (1959-1963)

Supervising Org: San Bernardino Board of Education

Sources of Financial Support: Ford Foundation, 100%; plus matching funds from local school district

Project Director: Joyce R. Cozzo, Director of Ford Grant, Golden Valley Junior High School, San Bernardino, California

Other Personnel: Joseph R. Klein, Principal, Franklin Junior High; John D. Gathings, Faculty Coordinator for Project; Staff of Franklin Junior High.

Summary: __Purpose:__ 1) The identification and selection of the top 25% of the 7th grade; 2) the organization and scheduling of a series of orientation meetings for parents of pupils chosen for project; 3) the development of educational and cultural field trips as an attempt to surmount the specific language and physical barriers of the Mexican-American and Negro youngsters.

__Population:__ 58 boys and 72 girls were selected according to placement in 7th grade (top 25%); 49% Negro, 42% Mexican, and 9% Caucasian.

__Curriculum:__ General enrichment of cultural and sensory experiences.

__Program and Methods__: Summer school program; visits to community places; pupil and parental counseling and guidance; group (parent, child, teacher) meetings; social events.

Other Comments: Dropouts decreased from 31% in 1952 to 8.8% in 1963. Further study and analysis of results is planned; also plan to "develop an ongoing depth-wise orientation of Franklin teachers so that the TNT changes from a project to a program."

Standard Tests: Lorge-Thorndike; Level HA and Stanford Achievement Tests; Advance JM; Grade Point Average evaluations; Iowa Tests of Educational Development; Differential Aptitude Test; WISC Your Educational Plans (YEP); Strong Vocational Interest Test; Occupational Interest Inventory (OII).

Available Publications: Cozzo, Joyce R., Klein, J. R, and Gathings, J.D. __A Minority of One__.

318 ok

I

Location: California, San Diego

Title: Compensatory Education Project - (September 1963-June 1965)

Supervising Org San Diego City Schools Education Center, Park and El Cajon Boulevard, San Diego

Sources of Financial Support: Public School Board, 1/3; State Office of Education, 2/3

Project Director: Dr. William H. Stegeman, Assistant Superintendent, Curriculum Services Division, San Diego City Schools Education Center, San Diego, California 92103

Other Personnel: Dr. Robert A. Bennett, specialist, language arts (elementary); Herbert Ibarra, District resource teacher (secondary), Project Coordinators; staff includes: 103 teachers, 20 teachers' aides; 4 part-time and 1 full-time psychologist; 3 part-time and 1 full-time remedial reading teachers; 30 part-time volunteers

Summary: Purpose: 1) To improve individual competency in basic skills; 2) to improve the self-image of the student.

Population: 1400 students screened from kindergarten through 9th grade in three elementary schools, two junior high schools; large percentage of students Negro, smaller percentage Mexican-Americans, and a still smaller percentage of Oriental and Caucasian students.

Curriculum: General enrichment, instruction in reading, writing, language arts, and math.

Program and Methods: Many civic groups offer help through providing educational trips and volunteer workers. Activities include talks to parents, parent interviews, tutoring, trips. Control groups of an equal number of students set up for evaluation of results on report cards, diagnostic tests. In-service teacher training, teaching assistants; audiovisual and library projects used extensively.

Standard Tests Used: Lee-Clark Reading Readiness; California Achievement Tests; School and College Ability Tests.

Available Publications: (Report in preparation)

I

Location: California, San Francisco

Title: School-Community Improvement Program (SCIP) - (February 1961-ongoing)

Supervising Org: San Francisco Unified School District

Sources of Financial Support: Ford Foundation; Public School Board

Project Director: Isadore Pivnick, San Francisco Unified School District, 135 Van Ness, San Francisco 2, California

Other Personnel: Entire teaching staff at 7 schools

Summary: Purpose: Compensatory education to improve language arts, increase school participation by parents, and improve teacher training.

Population: 1650 girls and boys in 3 elementary and 3 high schools; Oriental, Negro, and Mexican, with a heavy percentage Negro.

Curriculum: Instruction in reading, writing, language arts, math, science, and art.

Program and Methods: Teachers' aids, special teacher training, study centers; visits to community places, pupil counseling, visits to homes; classroom reorganization, improved student-teacher ratio; rewriting or revising instructional materials; public relations campaign; and job opportunities.

360

Also see Berkeley, California for Ravenswood City School District compensator
program

I

" " Oakland, California for Drama Demonstration Project

" " Sacramento for Youth Opportunities Center

Location:	California, San Francisco
Title:	Superintendents' Compensatory Program - (1962-1964)
Supervising Org:	San Francisco Unified School District
Sources of Financial Support:	Public School Board, 100%
Project Director:	Isadore Pivnick, Supervisor, Compensatory Education, San Francisco Unified School District, 135 Van Ness Avenue, San Francisco 2, California
Other Personnel:	3 resource teachers - 1 each at elementary, junior, and senior high school level.

Summary: Purpose: Compensatory education as a regular part of on-going program; the proper recognition of a pupil's racial background requires that equalizing facilities is not enough; extra service and programs must be provided for cultural shortages.

Population: 25 public elementary schools, 15 junior high schools, and 7 public high schools; Negro, Oriental, and Latin-American background.

Curriculum: Instruction in reading and language arts.

Program and Methods: Children are drawn from classes to get special help as needed in reading and language laboratory.

Available Publications Spears, H. The Local Program of Compensatory Education, October 1963

I

Location: California, Stockton

Title: Stockton Compensatory Education Project - (1963-ongoing)

Supervising Org: Stockton Unified School District

Sources of Financial Support: McAteer Act

Project Director: Arthur Becker, 701 North Madison Street, Stockton, California 95202

Other Personnel: Jeff B. West, Assistant Superintendent, Stockton Unified School District; project teachers plus the staff.

Summary: Purpose: To develop academic skills, especially in the reading and language areas; to develop a favorable attitude toward school and an awareness of desirable culture patterns.

Population: Pupils of the Taylor, Lincoln, and Washington Schools; about 40% Negro, 40% Mexican-American; and 20% Filipino, Oriental, and Caucasian.

Curriculum: General enrichment, remedial reading, and language development.

Program and Methods: Cultural enrichment program working in cooperation with community agencies; involvement of parents in school-sponsored activities; informal instruction of teachers in culture background of students; development of materials and methods by project teachers; study hall program; library program.

also see Berkeley

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Not specifical
disadvantag

VIII

Location: California, San Francisco

Title: Center for Technological Education - (January-June 1968)

Supervising Org: San Francisco State College

Sources of Financial Support: Ford Foundation, 100% through 1967; 50% for 1968

Project Director: Dr. Dwight H. Newell, Professor of Education & Chairman of Educational Administration, The Advisory Committee of Technological Education, San Francisco State College, San Francisco, California

Other Personnel: Under the grant, the staff includes an assistant director and administrator assistant; 12 teachers with specialized qualifications, outside of Center consultants, and one full-time clerical aide. With the help of other funds, the staff will be augmented to its full capacity of 12 regular teachers and 24 teachers with specialized qualifications. Also will include national leaders, 6 field coordinators, industrialists, administrative assistants, and consultants.

Summary: Purpose: A pilot research study, the initial objective of which is to service technological education as well as the attendant problems of articulation in California secondary schools; and to develop curricula and teaching procedures which will accomodate a broader range of student interest, and enhance the educational and employment opportunities of students.

Population: Work is with high school and pre-college youth of all races in the San Francisco area.

Curriculum: Language arts, math, science, home economics, industrial arts, engineering, and technical arts.

Program and Methods: Workshop programs will also be conducted on the campus of San Francisco State College during the summer sessions of 1965, 1966, 1967. They will be built around: (1) the subject matter areas of mathematics, science, industrial arts, engineering, and technical arts, home economics, and language arts; (2) the development of new methodologies in secondary education as related to pre-technology, such as, team teaching, problem-solving, and the use of programmed materials; (3) the production of curriculum materials and the expansion of the pre-engineering concepts into such areas as food services, business education, and the communicative arts fields.

Other Comments: The Center is for a three and one-half year fiscal period.

Research omitted

VIII

Location:	California, San Francisco
Title:	Demonstration of Educational and Social Consequences of a Nursery School Program in a Cross-Cultural Setting - (1964-1974)
Supervising Org:	San Francisco State College
Sources of Financial Support:	National Institute of Mental Health
Project Director:	Mary B. Lane, Professor of Education, San Francisco State College, San Francisco, California
Other Personnel:	John Connelly, Associate Professor of Education, San Francisco State College; Enoch Sawin, Professor of Education, San Francisco State College.

Summary: Purpose: To study the effects of cross-cultural nursery school experience in lessening intergroup tension in a deteriorating urban community, and upon community socialization patterns.

Population: 60 girls and boys and their parents; of Caucasian, Oriental and Negro races; children will be admitted at age 2.3 and will have 3 years of nursery school experience.

Curriculum: General enrichment of cultural and sensory experience.

Program and Methods: Special teacher selection and training, visits to community places of interest, parental counseling and guidance, therapeutic techniques, health care, professional and community conferences.

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III

Location: California, Sausalito

Title: Sausalito School District Compensatory Education Program - (1963-1965)

Supervising Org: Sausalito School District

Sources of Financial Support: McAteer Act; District Funds

Project Director: Dr. Charles Nagel, Sausalito School District, Box 95, Sausalito, California

Other Personnel: Marcus F. Davis, Superintendent, Sausalito School District; Committee of certificated school employees, including school nurse, school principal, intermediate and primary remedial reading teachers, school psychologist, and coordinator.

Summary: Purpose: To offer pupils extended learning experiences inside and outside the classroom; to broaden their cultural background, increase their understanding, and to motivate and stimulate them educationally.

Population: 500 boys and girls from 1st through 8th grade from Sausalito and Marin City, selected by teacher referral and standard tests.

Curriculum: General enrichment and language arts skills.

Program and Methods: First Phase: in-service educational training for teachers; Second Phase: emphasis on language arts by obtaining specialists, substitute teachers, and consultants in the field; Third Phase: involvement of parents through parent-teacher conferences, home visits, and parent visits to classrooms. Revision of curriculum and instructional materials, gathering of data, and evaluation of program.

Standard Tests: California Mental Maturity; California Achievement; Otis Alpha and Otis Beta; Peabody Picture Vocabulary Test.

Available Publications: Scope Scoops, October 15, 1964, November 30, 1964 and January 4, 1965; Guide Lines for Compensatory Projects; Goals of the Sausalito School District Scope Program; Compensatory Educatinn in Depth - Sausalito School District, January 27, 1964; Compensatory Education Orientation Day - SCOPE, December, 1963; Selected Bibliography on Compensatory Education - Sausalito School District.

III

Location:	California, Stanford
Title:	An Automated Primary-Grade Reading and Arithmetic Curriculum for Culturally Deprived Children - (July 1, 1964-June 30, 1967)
Supervising Org:	Stanford University
Sources of Financial Support:	Federal Office of Education
Project Directors:	Professor Patrick Suppes, Director of the Institute for Mathematical Studies in the Social Sciences, Ventura Hall, Stanford University, Stanford, California 94305; Richard C. Atkinson, Co-Director, Associate Professor of Psychology and Education, Stanford University.
Other Personnel:	2 teachers, 2 consultant psychologists, and 2 specialized teachers

Summary: Purpose: The identification by detailed behavioral analyses of the points in the reading and mathematics curricula that are particularly difficult for culturally deprived children in the primary grades; to facilitate the learning of the curriculum and thereby to minimize some of the difficulties ordinarily encountered.

Population: 90 boys and 90 girls from preschool through 4th grade; 65% Negro, 25% Caucasian, 5% Mexican, and 5% Oriental; selected by area and teacher referral.

Curriculum: Instruction in reading and mathematics.

Program and Methods: Summer-school program involving rewriting or revising of instructional materials, use of audiovisual techniques, programmed instruction, research and evaluation.

Available Publications: The first report should be available in August, 1965.

I

366

Location: New York, Schenectady

Title: School-Community Project - (1963-ongoing)

Supervising Org: Schenectady City School District

Sources of Financial Support: State Office of Education; Public School Board

Project Director: Robert Y. McCullough, Principal, Washington Irving Junior High School, Schenectady, New York

Other Personnel: Staff includes curriculum consultant, social workers, guidance counselor, psychologist, and teachers.

Summary: Purpose: To offset the inroads made by the influence of the low socio-economic backgrounds of segments of the pupil population in the school district of Schenectady.

Population: Pupils in 4 elementary schools and 1 junior high school, Caucasian and Negro, all from low socio-economic backgrounds, each taking part in programs to correct his specific problem.

Curriculum: Areas affected: reading, writing, language arts, science, mathematics, general enrichment; motivation and guidance.

Program and Methods: Special teachers and special classes to meet individual needs; trips; group therapy; teacher training; improvements in school facilities; pre-kindergarten nursery school held at two (as of 1964-65) of the elementary schools; parental visiting.

Standard Tests: Peabody Vocabulary Test, Illinois Test of Psycholinguistic Abilities, Gilmore Reading Test, Iowa Test of Basic Skills, Cattell Culture-fair Intelligence Test.

I

Location: New York, Syracuse

Title: Syracuse Action for Youth - (July 1964-April 30, 1965)

Supervising Org: Crusade for Opportunity in Syracuse and Onondaga County, Inc.

Sources of Financial Support: President's Committee on Juvenile Delinquency, Department of Health, Education, and Welfare; Office of Manpower, Automation and Training, Department of Labor; City of Syracuse, New York

Project Director: Ben Zimmerman, Executive Director, Crusade for Opportunity, 236 West Genesee Street, Syracuse, New York 13202

Other Personnel: Staff will include teachers, social workers, psychologists, rehabilitation workers, team planners, and curriculum materials development workers.

Summary: Purpose: A proposal to prevent and control juvenile delinquency by opening opportunities and developing competence among disadvantaged youth.

Population: Plans are to reach disadvantaged youth (kindergarten through high school) in 5 public schools in Syracuse during first phase; 5 more schools (including 2 parochial schools) to receive program in second phase.

Curriculum: General enrichment, instruction in reading, writing, language arts, mathematics; guidance and rehabilitation.

Program and Methods: Program started September, 1964. Reading program, team planning,guidance teams, rehabilitation classes, study centers--all as part of education program. These related to other programs, including "Neighborhood Help Centers," recreation service, Teen centers, professional services, youth job center.

Other Comments: These programs are a model for proposal submitted to Office of Economic Opportunity to serve a large population. Expanded program would add preschool program and year-round community school activities.

Available Publications: Syracuse Action for Youth, Mayor's Commission for Youth, Inc., Syracuse, New York.

368 - omitted

II

Location: California, Seaside

Title: Pioneer House Nursery School - (May 1964-present)

Supervising Org: Pioneer House, Inc., Box 1128, Seaside, California

Sources of Financial Support: City of Seaside, Service Clubs, fund raising Projects, donations

Project Director: Mrs. John Boit Morse, President, Board of Trustees, Pioneer House, Inc., Box 1128, Seaside, California

Other Personnel: Lloyd W. Swanson, Monterey Public Schools, Program Director; Mrs. Valerio Giusi, Teacher-Director

Summary: Purpose: To provide nursery school experience for culturally disadvantaged children.

Population: 30 children, ages 3 to 5.

Curriculum: General enrichment, language arts, and pre-arithmetic experiences.

Program and Methods: This is a one-half day program with a Montessori orientation and added field trips.

Other Comments: Additional school (schools) to be opened in the fall of 1965.

Available Publications: None as yet except local information bulletins and brochures.

~~II~~

Location: California, Tulare

Title: Preschool Program - (1964-1965)

Supervising Org: Lincoln Elementary School

Sources of Financial Support: Rosenberg Foundation, 50%; Public School Board, 50%

Project Director: Glena Crumal, Principal, Lincoln School, Tulare, California

Other Personnel: Thelma Gomez, Assistant Superintendent, Tulare City Schools; Mrs. Ruth Chance, Executive Secretary, Rosenberg Foundation; preschool teachers: Joan Wooters, Alice Lomas, Lincoln School; 1 part-time volunteer; 1/5-time each of 1 testing, 1 clinical, and 1 consultant psychologist.

Summary: Purpose: To provide opportunities for better language development, an avenue for parent education, and increased competence and self-image of deprived children.

Population: 12 boys and 12 girls of preschool age; 50% Negro, 46% Mexican, and 4% Caucasian.

Curriculum: General enrichment, language arts, social studies, science, art, and music.

Program and Methods: Pupil and parental counseling and guidance; health care; visits to community places of interest; use of audio-visual techniques. Adult participation from citizen's group to provide small group and individual experiences, such as trips to shopping areas, private homes, parks, government agencies, etc.

Standard Tests: Social Competency Scale, WISC

Available Publications: Budget and Outline of Program; Activities to Develop Language Facility - unpublished, Tulare City School Curriculum Department.

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V   for SEQUOIA, California see Lennox, California

X

Location: Massachusetts, Springfield

Title: Northern Educational Service - (October 1963-ongoing)

Supervising Org: Northern Educational Service

Sources of Financial Support: Foundation, 50%; auxiliary, 50%

Project Director: Robert M. Hughes, 372 Worthington Street, Springfield, Massachusetts

Other Personnel: Michael Behnke, Coordinator, 372 Worthington Street, Springfield, Massachusetts; 2 part-time teachers, 1 part-time social worker, 1 part-time consulting psychologist, and 92 volunteers.

Summary: Purpose: To introduce high-potential youngsters of the Springfield Negro community to the possibilities of higher education.

Population: 45 boys and 50 girls, 95% Negro, from 5th grade through high school, all having high potential and high motivation, but who probably could not go to college without help.

Curriculum: General enrichment, instruction in reading; math, science, and art.

Program and Methods: Tutorial projects, after-school and summer school programs, visits to community places, pupil counseling, and improved student-teacher ratio. Also use of a public relations campaign.

Standard Tests: Otis Quick Scoring Mental Ability Tests

Texts: Use of students' own school textbooks.

Available Publications: Northern Educational Service Progress Report, Summer '64. Springfield, Massachusetts: By the Northern Educational Service; Aims and Cooperating Institutions. A Brochure prepared by the Northern Educational Service. Springfield, Massachusetts, 1965; NES Tutors Guide.

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also see Sausalito for Automated Primary Grade Reading and
Math Curriculum

VII.

Location: California, Stanford

Title: Special Curriculum Project - (1964-1965)

Supervising Org: School Mathematics Study Group, School of Education, Stanford University

Project Director: E. G. Begle, School Mathematics Study Group, School of Education, Stanford University, Stanford, California

Other Personnel: Dr. Gloria F. Leiderman, Mervyn E. Dunkley - Coordinators, School Mathematics Study Group

Summary: Purpose: Observations of classes for the purpose of developing materials for teachers emphasizing techniques for providing disadvantaged children with experiences necessary for the formation of the fundamental concepts of mathematics.

Population: Observations are being made in 9 public elementary schools located in Boston, Chicago, Detroit, Miami, Oakland and Washington; in areas described as economically and culturally disadvantaged. All classes are at the kindergarten and first grade level.

Curriculum: Mathematics

Program and Methods: School systems have agreed to let the teachers involved try certain procedures and to allow observors in these classes. Assessments of mathematical readiness of disadvantaged children will be made. From these observations, decisions about introducing additional concrete experiences will be made. Also included will be the modifying of existing materials and the inservice training of teachers.

Other Comments: Some preliminary analysis has been made of initial inventory given individually to pupils in October. Inventory included visual recognition, color, number and visual memory.

for STOCKTON see San Francisco

Location: South Carolina, Sumter

Title: Sumter Child Study Project - (January 1963-June 1968)

Supervising Org: Sumter Child Study Project

Sources of Financial Support: National Institute of Mental Health, 85%; Public School Board, 5%; State Department of Mental Health, 10%

Project Director: M. R. Newton, Sumter Child Study Project, P. O. Box 1191, Sumter, South Carolina

Other Personnel: Racine Brown, Principal Investigator, Sumter Child Study Project, P. O. Box 1191, Sumter, South Carolina; staff includes 10 teachers, 1 teacher's aide, 5 social workers, 3 psychologists, 4 specialized teachers, and 25 part-time volunteers.

Summary: Purpose: A demonstration project on crisis intervention in preschool and early school years over a 5-year period with the following aims: 1) to evaluate children in the spring prior to entry into first grade as to their ability to cope with school; 2) to make appropriate interventions by team members and school social worker to increase child's adaptation during school life; 3) to evaluate the effectiveness of these interventions by a continual study of the child during the early school years.

Population: 150 preschool check-up children; 20 selected for control group; culturally deprived, and 100% Caucasian.

Curriculum: General enrichment, preschool language arts, art, music; "emotional strengthening" through school orientation.

Program and Methods: A six-week "summer preschool program" for 23 deprived children; testing of children and follow-up of needs discovered; routine and special consultations with parents and teachers.

Other Comments: Program in process of experimental development and evaluation.

Available Publications: "Progress Report 15 November 1963," Sumter Child Study Project, Drawer 1191, Sumter, South Carolina.

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for SWARTHMORE, Pa. see Lancaster, Pa.

III-A

for SYRACUSE, N. Y. see Rochester
" Schenectady for Action for Youth

Location: Florida, Tallahassee

Title: Making the Content of Basal Readers More Meaningful by Using the Content of Real Life Drama of Pupils - (1964-1965)

Supervising Org: Bond Elementary School

Sources of Financial Support: Voluntary Project

Project Director: Mrs. Doris N. Alston, teacher, 3210 Hastie Road, Tallahassee, Florida

Other Personnel: Mrs. L. Williams; Assistant Principal; Mrs. L. Holiday, Librarian; 2 volunteer aides

Summary: Purpose: To raise the academic performance of culturally deprived children, build their self-esteem, and enrich their experiential backgrounds.

Population: 17 boys and 17 girls, second graders, 100% Negro, all culturally deprived.

Curriculum: General enrichment of cultural and sensory experience; instruction in reading, writing and language arts.

Program and Methods: Extra classes for pupils: a)individualized, b) composite, c) audiovisual, d) experience, and e)interest. Showing periods provide the motivation and content for most of the material prepared for project. Pupils are encouraged to express themselves freely about anything that has happened to them. The topics are usually centered around themes of horror. First-hand and vicarious experiences are provided to enhance, enrich, extend, broaden, and refine understandings which have been taught.

Standard Tests Used: California Achievement Test, Metropolitan Reading Readiness, Gates Primary Reading Test

Available Publications: Plan have been made for writing a story book based on experiences with such a method; also for a manual explaining methods used.

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college

VIII

Location: Ohio, Toledo

Title: A Follow-up Study for the Educational Reclamation of Academically Able Secondary School Dropouts - (June 1963-December 1964)

Supervising Org: College of Education, University of Toledo

Sources of Financial Support: Foundation, 70%

Project Director: Dr. Robert L. Gibson, Professor of Education, University of Toledo, Toledo, Ohio

Other Personnel: Dr. William Franzen, Dr. Robert Higgins, Dr. Robert Hopkins, Associate Professors of Education, University of Toledo; Dr. Marianne H. Mitchell, Assistant Professor of Education, Central Michigan University; Dr. Luther Haseley, Assistant Professor of Education, Ohio State University; and Mr. Byron Radabaugh, Instructor in Education, University of Toledo

Summary: Purpose: Pilot study to: 1) identify academically able secondary school leavers interested in resumption of their education, the circumstances under which they would resume their formal education and the level and types of programs needed; 2) identify the extent to which such school leavers could, with individual guidance, succeed in pursuing programs of formal education at the collegiate level.

Population: 22 boys and 8 girls in pre-college category; 90% Caucasian, 10% Negro, all dropouts or potential dropouts, working with the 7 specialized teachers.

Curriculum: Instruction in Reading plus a regular college curriculum

Program and Methods: Pupil counseling and guidance

Available Publications: None until June 1, 1965.

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Location: Kansas, Topeka

Title: Project Assurance - (1964-1966)

Supervising Org: Public School Board and other community agencies

Sources of Financial Support: Public School Board

Project Director: Merle R. Bolton, Superintendent, The Public Schools of Topeka, 414 West Eighth Street, Topeka, Kansas

Other Personnel: Giles Theilmann, Deputy Superintendent of Instruction, The Public Schools of Topeka, Topeka, Kansas. Staff includes teachers, some with specialized qualifications, librarians, and a visiting nurse.

Summary: Purpose: To introduce personnel, techniques, and materials to areas of the city where children have special needs to compensate for the environmental handicaps to successful learning.

Population: The pupils in 6 elementary, 2 junior high, and 2 high schools; Caucasian and Negro.

Curriculum: Remedial reading, study skills, guidance.

Program and Methods: Improved pupil-teacher ratio; importing teachers specially trained to deal with culturally deprived children; in-service workshops for teachers; purchase of special learning materials; study centers; reading projects for all levels; summer schools projects; etc., employment of visiting nurse; and home economics teas for special classes.

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III-B for TRENTON see New Brunswick, N. J.

Location: Arizona, Tucson

Title: The Safford Project - (1962-1965)

Supervising Org: Safford Junior High School

Sources of Financial Support: Tucson, Arizona Public School Board, 100%

Project Director: William D. Corcoran, Principal, Safford Junior High School, 300 South Fifth Avenue, Tucson, Arizona

Other Personnel: 8 teachers, 1 social worker, 1 consultant psychologist and 1 specialized teacher.

Summary: Purpose: 1) To help the minority student discover and take pride in his dual heritage as an American and as a member of his partiicular cultural group; 2) To promote self-analysis, self-awareness self-respect, and self-direction so that students orient themselves to consideration of the future and to the need of life goals; 3) To provide experiences beyond books, both active and vicarious, so that the student can extend his concept of community and can better communicate within his environment.

Population: An experimental group composed of 121 boys and 101 girls from grades 5 though 8; 72% Mexican, 16% Negro, 7% Indian, and 4% Caucasian, 1% Oriental. Selected at random according to area.

Curriculum: General enrichment of cultural and sensory experience; instruction in reading, writing, language arts, and mathematics.

Program and Methods: Team teaching and special teacher selection; visits to community places of interest; guest speakers; pupil and parental counseling and guidance; classroom inprovements in organization and teacher-student ratio; revision of teaching materials and techniques.

Other Comments: Further plans are to include the entire student body. Experimental group is more socially poised, their language patterns have improved, they are more "job" and "goal" oriented, and there is a marked improvement in dress and grooming.

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VII for TULARE, California see Seaside, California

Location: New Jersey, Union

Title: The Human Potentials Project at Newark State College (September 1962-ongoing)

Supervising Org: Newark State College

Sources of Financial Support: State Office of Education, 100%

Project Director: John P. Ramos, Jr., Director of Student Teaching, Newark State College, Union, New Jersey

Other Personnel: Jacques H. Loeliger, Assistant Director of Student Teaching, Newark State College; 60 teachers and 60 student teachers, 4 social workers, 2 clinical psychologists, 1 consultant psychologist.

Summary: Purpose: To educate teachers for service in the greater urban area and to develop unique curriculum material to facilitate learning among children in this area.

Population: Approximately 1,800 boys and girls from grades kindergarten through 8th; 60% Negro, 20% Caucasian, and 20% Puerto Rican and Gypsy.

Curriculum: General adaption of curriculum to needs of children with a view towards providing them with an opportunity to succeed.

Program and Methods: Plan to establish an internship program consisting of one school year and two summers. Participation will lead to a Master's Degree. Graduate courses would be oriented to urban teaching. New methods and materials must be devised for the urban core.

VIII

Location: Mississippi, University

Title: Preschool Reading Program for Corinth, Mississippi - (1964-1970)

Supervising Org: University of Mississippi

Sources of Financial Support: Application to Federal Government

Project Director: Roscoe A. Boyer, Professor of Education, University of Mississippi; J. D. Prince, Superintendent of Schools, Corinth, Mississippi

Other Personnel: 2 social workers, 1 testing and 1 consulting psychologist; plus 100 locally-trained Negro and Caucasian high school students employed as readers for the children.

Summary: Purpose: A demonstration project to assist in elevating the general well-being of Corinth, Mississippi, by developing an active reading program among preschool children.

Population: 300 boys and 300 girls of preschool and kindergarten age, 70% Negro, 30% Caucasian, all in disadvantaged areas of city.

Curriculum: General enrichment of cultural experiences through an active reading program.

Program and Methods: High school students go into the homes of each child for the purpose of reading approximately 20 minutes each day.

Other Comments: Program just begun; no formal evaluation.

378 omitted research

VIII for UNIVERSITY CITY, Mo., see Kansas City

Location: Pennsylvania, University Park

Title: Toward an Explanation of the Variation in Adolescent Career Plans, and an Assessment of the Impact of Chronic Economic Distress Upon Adolescent Educational and Occupation Expectations and Aspirations - (March 1963-September 1965)

Supervising Org: Department of Sociology, Research, The Pennsylvania State University

Sources of Financial Support: U. S. Office of Education, 75%; The Pennsylvania State University, 25%

Project Director: Richard A. Rehberg, Department of Sociology, Research, The Pennsylvania State University, University Park, Pennsylvania

Other Personnel: Dr. David L. Westby, Project Sponsor, Assistant Professor of Sociology, Research Pennsylvania State University

Summary: Purpose: Research to: 1) Increase the proportion of adolescent career plan variation which can be accounted for in terms of specific variables; 2) Assess the impact of chronic economic distress upon the career plans of adolescents; and 3) assemble data sufficient to facilitate a longitudinal analysis of career-plan change and constancy in both economically prosperous and economically distressed areas.

Population: 3,00 boys and 3,00 girls of high school age; 90% Caucasian, 10% Negro, in 19 public high schools and 6 private high schools.

Curriculum: Pilot study and research.

Program and Methods: Analysis of unemployment statistics, legal status, population, etc. Students are residents of economically depressed or prosperous areas; economic condition determined by 12-year mean unemplcyment rates; depressed rate is 11.4%; properous rate is 4.2%.

Other Comments: Plans for further activities include readministration of career plan instrument to the same sample of 6,000 in the Spring of 1965, thus facilitating a longitudinal analysis of career-plan change and constancy between high school sophomore and senior years. However, the analysis of second wave of data, as well as the comparison of the second with the first wave, is contingent upon an additional research grant. Also contingent upon additional research plans is the possibility of relating this research with other research to be undertaken within the year and executed in the Benelux nations of Europe. The longitudinal analysis of the first and second waves of male data (sophomore and senior high school years, Other Comments: (continued)

respectively) will begin in the Fall of 1965. The analysis is being facilitated by a post-doctoral research fellowship to the Project Director at the Center for Advanced Study in Educational Administration at the University of Oregon, Eugene, Oregon.

IV

Location: Michigan, Vicksburg

Title: Practical Training Program - (1962-indefinate)

Supervising Org: Vicksburgh Community High School

Sources of Financial Support: Public School Board, 100%

Project Director: Lyle Bartlett, Coordinator of Program, Vicksburg Community High School, Vicksburg, Michigan

Other Personnel: Horace Allen, Principal, Mrs. Judith Graham and Jane Barnes, teachers, Vicksburg Community High; 4 teachers.

Summary: Purpose: To provide academic and employment skills for slow learners, and to better enable these students to successfully meet society when they finish school.

Population: 65 boys and 35 girls, 100% Caucasian, who have shown weaknesses in their high school work. Voluntary on part of students and parents of students.

Curriculum: A special program within the high school, including classes in English, social studies, math, physical education, science, industrial arts, agriculture, home economics, driver education, work experience with related instruction.

Program and Methods: Separate classes for slow learners, special teachers, pupil counseling, improved student-teacher ratio, use of audiovisual aids, professional conferences.

Texts Used: McCracklin, Building Citizenship; Wallbank, Living World History; Potter, Mathematics We Use. (other texts in process of revision)

Standard Tests: Iowa Tests of Educational Development, grades 9 and 11; Differential Aptitude Test, grade 10; Lorge-Thorndike, grade 11.

Available Publications: Michigan School Board Journal. January, 1964.

V-C

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College Program

Location: Massachusetts, Waltham

Title: Demonstration College Campus Program - (Summer, 1964)

Supervising Org: Action for Boston Community Development, Inc. and Brandeis University, Waltham, Massachusetts

Sources of Financial Support: Action for Boston Community Development, Inc. and Brandeis University

Project Director: Harvey Pressman, Program Director, Brandeis University, Waltham, Massachusetts

Other Personnel: Abraham Sachar, President, Brandeis University; Joseph S. Slavet, Executive Director, and Dr. Robert Perlman, Director of Program Development, Action for Boston Community Development, Inc., Brandeis University; 2 master teachers, 10 tutors, 1 director

Summary: Purpose: An experiment and a demonstration in compensatory summer education for "educationally disadvantaged" boys to: 1) provide beneficial educational experiences to improve their subsequent school performance; 2) motivate them to continue high school and post-high school education.

Population: 100 culturally disadvantaged boys, all considered low-achievers, who will be entering 9th grade in the fall.

Curriculum: A sustained reading development sequence emphasizing comprehension; extensive practice in study skills; a generally positive experience associated with education and learning; exposures to new subjects, ideas, places, activities; development of close rapport and identification between staff and students; a well-planned athletics and swimming program; independent projects in science, art, social science, humanities, music, mathematics.

Program and Methods: An 8-week summer sessions at Brandeis College to expose student to a broad range of learning; encourage the development of his cultural, recreational, academic, and athletic interests and skills.

III-A

Location:	District of Columbia, Washington
Title:	Improving Education for Culturally Disadvantaged Children Through an Intensive Arts Program Using Special Teachers Skilled in the Language Arts - (January 1961-June 1964)
Supervising Org:	Public Schools of Washington, D. C.
Sources of Financial Support:	Private Foundation, 50%; Public School Board, 50% until June, 1964. 100% Public School support since 1964.
Project Director:	Louis H. Kornhauser, Director, Language Arts Project, District of Columbia Public Schools, 3rd and N Street, N.W., Washington, D. C.
Other Personnel:	Mrs. Charlotte B. Hancock, Language Arts Supervisor for District of Columbia Public Schools; Mrs. Veryl Martin, Language Arts Supervisor for schools in Model Schools Division; 14 teachers.

Summary: Purpose: 1) To create environment fostering development of desirable skills; 2) to develop a language program to meet the needs of pupils; 3) to develop increased efficiency in teaching personnel; 4) to develop increased interest and support on the part of parents; and 5) to develop effective techniques and new curriculum materials to increase oral and written language facility and comprehension skills on the part of children.

Population: 14 public elementary schools located in disadvantaged neighborhoods: 7,395 boys and girls from kindergarten through 3rd grade (all children included); 95% Negro, 4% Caucasian, 1% Oriental.

Curriculum: General enrichment, writing; and emphasis on language arts, with special attention to overcoming usage problems through a program of structured language.

Program and Methods: Special curriculum revisions and teacher instruction. Use of audiovisual techniques, library projects, and other skills related to visual and auditory perception and discrimination; expressive and receptive skills.

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College Program

Location: D. C., Washington

Title: Georgetown University College Orientation Program for Washington High Schol Students - (June 15, 1964-August 15, 1964-continuing next summer)

Supervising Org: Georgetown University

Sources of Financial Support: National Science Foundation; Georgetown University

Project Director: Roger Slakey, Assistant Professor of English, Georgetown University, Washington, D. C.

Other Personnel: 8 regular and 2 specialized teachers

Summary: Purpose: An attempt to prepare culturally deprived Washington High School juniors for college work.

Population: 25 boys and 25 girls, juniors in high school; 98% Negro, selected by teachers.

Curriculum: General enrichment, instruction in reading; writing, math, and chemistry; college orientation.

Program and Methods: A summer program, 8-week sessions, on Georgetown's campus. Includes pupil counseling, visits to community, general improvement of attitudes, and college orientation.

Other Comments: Plan to begin next year with students in the summer of their sophomore year and to continue with same students in the summer of their junior year.

Texts: Brumfiel, Eicholz, and Shanks. Algebra II. 1962.; Sienko. Chemistry. 1961; plus a collection of about 20 literary texts in paperback.

Available Publications: Reno, Raymond and Slakey, Roger. "Evaluation of the Georgetown University College Orientation Program." September, 1964.

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Location: District of Columbia, Washington

Title: Model School Division Program for a Target Area in School Population of 18,000 Children - (1964-ongoing)

Supervising Org: United Planning Organization and the District of Columbia Board of Education

Sources of Financial Support: United Planning Organization and the District of Columbia Board of Education

Project Director: James G. Banks, Executive Officer, United Planning Organization, 1225- 19th Street, Northwest, Washington, D.C.

Other Personnel: Norman W, Nickens, Assistant Superintendent, Model School Division, Franklin Administration Building, 13th and K Streets N.W.; 22 teachers; 5 Model School division administrat staff; 2 preschool administrative staff; 4 school managers; 5 custodians; 5 cooks; 22 teachers

Summary: Purpose: To develop new programs and techniques of education which will provide an educational system for 18,000 deprived youths. The Board of Education of the District of Columbia has joined forces with the United Planning Organization to find ways to break the cycles of poverty and ignorance in Washington. For perhaps the first time, education in Washington is considered to be a specific component of a total community action effort to raise the functional effectiveness of the city's citizenry.

Population: 18,000 children of school age who live in the area of the city characterized by social and economic problems.

Curriculum: All academic subjects plus special tutorial, guidance, truancy, supportive services. Preschool program with a program of cognitive enrichment. Adult Education and Community Relations.

Program and Methods: Special in-service training program for all teachers, especially in the new instructional math, the new remedial reading, and the programmed instruction. Tutorial programs with aid in homework and counseling and guidance from teacher-aides, especially those who have overcome similar backgrounds of poverty. Summer school program which has both a remedial and an enrichment function and includes a special "transition to high school" feature.

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VIII

Location: District of Columbia, Washington

Title: School Dropouts - (September 1961-August 31, 1965)

Supervising Org: National Education Association

Sources of Financial Support: Ford Foundation, 90%

Project Director: Daniel Schreiber, National Education Association,
1201 - 16th Street, Northwest, Washington, D.C. 20036

Summary: Purpose: A research project designed to provide a consultation, recommendation, and clearinghouse service to school programs for potential dropouts in order: 1) to reduce the number of young people who drop out before high school graduation, and 2) to establish the role of the schools in serving the educational needs of the unemployed out-of-school youth between the ages of 16-20.

Program and Methods: In order to create greater public interest and action, and in order to define the problem more clearly, the Project conducted invitational symposia dealing with various aspects of school dropouts. These symposia led to publications of books and articles. The titles of the symposia were: (1) The School Dropout - a multi-discipline approach; (2) Guidance and the School Dropout; (3) Secondary School Curriculum for Potential Dropouts; (4) Design for Dropout Studies; (5) The Role of the Teacher in the Urban Depressed Area School.

Available Publications: Schreiber, D. The School Dropout: 1964; Guidance and the School Dropout; 1964; Holding Power/Large City School Systems. 1964; "Project: School Dropouts." A research memorandum, April, 1963.

VII

Location: Delaware, Wilmington

Title: The Wilmington Project (The Three-Year Experimental Project on Schools in Changing Neighborhoods) - (1959-1962)

Supervising Org: Public School Board and National Conference of Christians and Jews

Sources of Financial Support: Public School Board and National Conference of Christians and Jews

Project Director: Dr. Muriel Crosby, Project Administrator, Assistant Superintendent in charge of Elementary Education, Wilmington Public Schools, Wilmington, Delaware.

Summary: Purpose: A teacher-education program designed to help teachers diagnose the human relations perceptions and needs of children, and use their findings in developing curriculum which influences children's motivation to learn.

Population: Pupils in 11 city elementary schools

Curriculum: Development of human relations-focused curriculum providing rich experiences, language development *using family dialects* as well as informal standard English, and activities geared to changing the self-image.

Program and Methods: Special in-service teacher training, visits to community places of interest, role playing, discussion techniques, open-ended story, "Reading with a Purpose" stories, unit organization of all curriculum to make work more meaningful to the children. Cooperative action with a wide usage of community agencies and organizations.

Available Publications: Wilmington Public School An Adventure in Human Relations, First Annual Report of the Wilmington Project, 1959-60; An Adventure in Human Relations, Second Annual Report of the Wilmington Project, 1960-61; An Adventure in Human Relations, Third Annual Report of the Wilmington Project, 1961-62.

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VI-A

Location: Delaware, Wilmington

Title: Industrial Services Department, Walnut Street Branch YMCA, Wilmington - (1956-ongoing)

Supervising Org: Young Men's Christian Association of Wilmington and New Castle County

Sources of Financial Support: YMCA budget, including United Fund grant. Also local industry support of specific projects.

Project Director: Wesley J. Marshall, Industrial Services Secretary

Summary: Purpose: To help the Negro youth in Wilmington by opening previously closed job classifications and training opportunities, to improve direct counseling, and to motivate to higher aspirations.

Population: Program includes all Negro youth in the Wilmington area and, more recently, has become interracial in scope.

Curriculum: Registering, screening, and referring qualified Negroes to potential employers. Supplemental guidance, inspiration, and training of Negro Youth in a long-term program to build pool of qualified persons.

Program and Methods: Peer-group consultations with union leaders and business and industrial employers to open jobs for Negroes and to improve training of Negroes. Includes use of audiovisual techniques, Industry-Counselor Seminar, New Teacher Orientation, teacher interpersonal assistance (industrial counterpart).

Available Publications: "Job Opportunities for the Negro in Wilmington." A 50-frame filmstrip and LP record; "The Why and How of Equal Opportunity Employment." Bulletin.

III

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Location: North Carolina, Winston-Salem

Title: Comprehensive School Improvement Project - (July 1964-June 1967)

Supervising Org: Winston-Salem/Forsyth County Schools

Sources of Financial Support: State Office of Education, 100%

Project Director: Robert L. Blevins, Assistant Superintendent, Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina

Other Personnel: Mary E. Gibbs, Grace Efird and Dorothy Unthank, Primary Supervisors; staff of 9 teachers, 3 teachers' aides, 3 social workers, and 2 psychologists.

Summary: Purpose: Directed toward improving the teaching and learning of reading, writing, and arithmetic in the primary grades.

Population: 3 public elementary schools involving 140 boys and 130 girls in the primary grades; 60% Caucasian and 40% Negro.

Curriculum: General enrichment of cultural and sensory experience; instruction in reading, writing, and mathematics.

Program and Methods: Teachers' aides, team teaching; summer-school program; pupil and parental counseling and guidance, visits to homes; classroom reorganization, improved student-teacher ratio; use of audiovisual techniques; health care; professional and community conferences; and public relations campaigns.

III-B

Location: North Carolina, Winston-Salem

Title: The North Carolina Advancement School - (1965-ongoing)

Supervising Org: The Learning Institute of North Carolina; The State Board of Education

Sources of Financial Support: Federal Office of Education, 45%; State Office of Education, 45%; Foundation Carnegie, 10%

Project Director: Gordon L. McAndrew, Director, The North Carolina Advancement School, Winston-Salem, North Carolina - 27101

Other Personnel: 15 teachers, 1 social worker, 2 testing psychologists, 2 specialized teachers, 10 counselors, 10 counselors' aides, 20 visiting teachers, and college tutors

Summary: Purpose: To develop and test improved means of educating students of above average potential who are achieving at below grade level according to standardized achievement tests and classroom performance.

Population: 300 boys in the 8th grade; 72% Caucasian, 25% Negro, and 3% Indian; all working below grade level, referred by teachers and by standard tests.

Curriculum: Development of basic skills, such as reading, writing, math, and studying; and the promotion of attitudes and motivational patterns which lead to effective performance.

Program and Methods: Students will be brought to a residential school for 3 months. Classroom teachers will be brought to the school each term to assist the staff with the preparation of the instructional program in the school and its evaluation. They will be chosen from the same school as the students, one teacher for each 7 students.

Standard Tests: Those used in North Carolina; a great variety.

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II

Location: Michigan, Ypsilanti

Title: Perry Preschool Project - (1962-67)

Supervising Org: Public School System of Ypsilanti

Sources of Financial Support: U. S. Office of Education; State of Michigan; Washtenaw County Board of Education; Ypsilanti Board of Education

Project Director: David Weikart, Ypsilanti Public Schools, 300 West Forest Avenue, Ypsilanti, Michigan

Other Personnel: 4 preschool teachers; 1 research associate; 2 research assistants

Summary: Purpose: To counteract the developmental pattern of increasing retardation typical of disadvantaged mentally handicapped children, and enable them to participate in the regular classroom program in later years.

Population: 3-and 4-year old children from an all Negro school district who have been screened for cultural deprivation and mental retardation, One-half serves as the experimental group; and the other half, matched for IQ, degree of deprivation, and sex, serves as the control.

Curriculum: A cognitively-oriented program focusing on perceptual skill training, verbal development, and broadening of experiential background, in addition to the more traditional nursery school activities.

Program and Methods: A two-pronged approach of intense intellectual stimulation and parental involvement in the educative process. The children attend class 5 mornings a week for 3 hours, and are visited in their homes by a preschool teacher one afternoon each week. During the session, the teachers work on a tutorial basis with the students and encourage their mothers to participate. Monthly small-group meetings are held with the mothers and fathers separately.

Standard Tests: Stanford-Binet (L-M); Cattell Infant Scale; Leiter International Performance Test; Illinois Test of Psycholinguistic Abilities; Peabody Picture Vocabulary Test.

Available Publications: Weikart, Kamii, and Radin. Perry Preschool Project Progress Report. Ypsilanti Public Schools, Ypsilanti, Michigan, 1964.

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VIII

Location: Canada, Ontario, Kingston

Title: Investigation of Number Concept Development in Normal, Retarded, and Brain-Damaged Children - (1962-1966)

Supervising Org: Queen's University

Sources of Financial Support: Ontario Mental Health Foundation and the Kingston Township Public School Board; Canada Health.

Project Director: Dr. P. C. Dodwell, Queen's University, Kingston, Ontario, Canada

Other Personnel: Dr. W. C. Spears, Research Associate; 8 teachers, a research assistant, and a graduate assistant.

Summary: Purpose: To develop understanding of number concept acquisition in young children and concept development generally.

Population: Sample consists of 40 boys and 40 girls, all in the primary grades, and all Caucasian. Matched approximately for I. Q. on standard group tests administered in the school.

Curriculum: A research project - Piaget-type concept attainment tests have been used, and conventional discrimination-learning techniques.

Program and Methods: The standard discrimination techniques use two-choice, semi-automatic apparatus followed by use of standard arithmetic achievement tests and standard psychometric tests of various sorts. A control group is used.

Available Publications: Dodwell, P. C. "Children's Understanding of Spatial Concepts," Canadian Journal Psychology, XVII, No. 1 (1963); Dodwell, P. C. "Relations Between the Understanding of the Logic of Classes and of Cardinal Number in Children," Canadian Journal of Psychology, XVI, No.2 (1962); Dodwell, P. C. "Children Understanding of Number Concepts: Characteristics of an Individual and of a Group Test," Canadian Journal of Psychology, XV (1961).

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VIII

Location: Canada, Saskatoon, Saskatchewan

Title: Differences Between Indian and Non-Indian Children in Attitudes, Motives, Intelligence, Creativity, and Scholastic Achievement - (Summer 1961-ongoing)

Supervising Org: University of Saskatchewan

Sources of Financial Support: Center for Community Studies, Sakatoon. (The Center is supported by the Government of Saskatchewan.)

Project Director: D. Sydiaha, Associate Professor of Psychology, University of Saskatchewan, Saskatoo, Saskatchewan, Canada

Summary: Purpose: Research to delineate differences between Indians and non-Indian children which might be important for educational policy.

Population: Up to 2500 children, depending upon the particular aspect of the study, from all age groups, preschool through high school. Selection of sample based on accessibility of the school with attention to religion and neighborhood (socio-economic).

Curriculum: Many standard tests used, as well as especially constructed questionnaires.

Program and Methods: An ongoing project of data collection.

Other Comments: Conclusions thus far are that "individual differences in attitudes are more attributable to geographical factors than to ethnic differences." Research still in progress.

Standard Tests: Otis I.Q., Raven's Matrices, Iowa Achievement, Draw-a-Person, T.A.T., USES Test, Figure Completion, Baron Art Scale.

Available Publications: Sydiaha, D., and Rempel, J. "Motivational and Attitudinal Characteristics of Indian School Children as Measured by the Thematic Aperception Test," The Canadian Psychologist, 5a, No. 3 (July, 1964).